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ABSTRACT

BOOST, Business and Office Occupations Student Training, is a research and development project devoted to the improvement of programs in office occupations for disadvantaged students. The project was designed to discover the perceptions of disadvantaged students concerning office work and to develop a program for modifying those perceptions that might prevent the students from wanting to prepare for office occupations. It also encompassed the development of methods and materials for use in teacher education programs for preparing teachers of the disadvantaged. The four phases of the study were: (1) Identifying Student Perceptions, (2) Development of Methods and Materials, (3) Tryout and Evaluation of BOOST Materials, and (4) Development of Teacher Education Programs for Teachers of the Disadvantaged. Conclusions based on the findings of the study included: (1) There are apparently no national indexes of perceptions of office work, (2) Teachers generally have only limited opportunity to change perceptions of disadvantaged students, and (3) Clinical experiences appear to be the best vehicle to change perceptions of teachers about the disadvantaged. (Author/JS)

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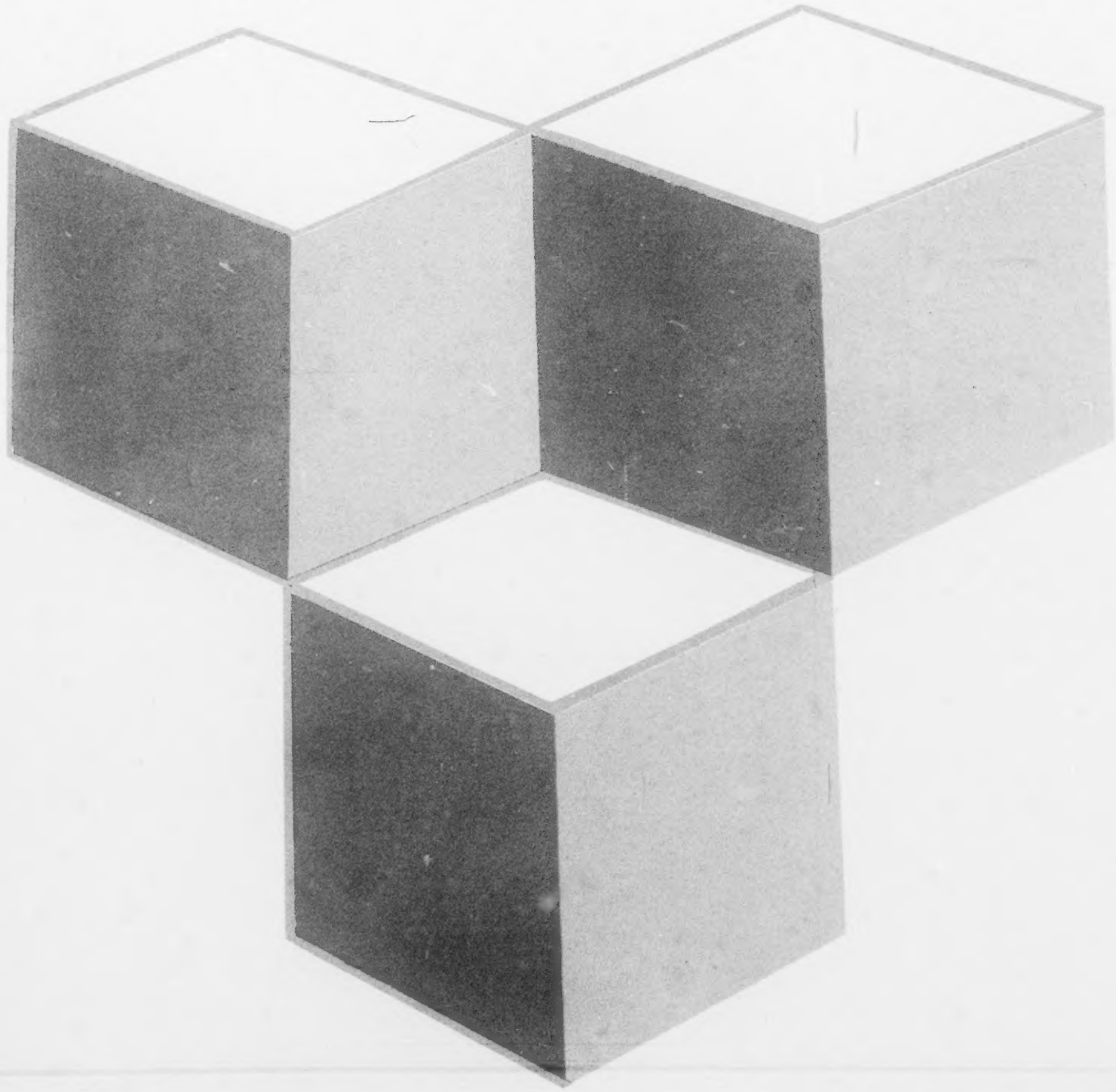
MODIFYING DISADVANTAGED STUDENTS' PERCEPTIONS OF OFFICE WORK



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MODIFYING DISADVANTAGED STUDENTS' PERCEPTIONS OF OFFICE WORK

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A FINAL REPORT

ON A PROJECT CONDUCTED UNDER

Project No. 7-0158

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U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
National Center for
Educational Research
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PREFACE

Business and office occupations (sales, clerical, data processing, secretarial, and accounting) are rapidly growing and thus require greater numbers of personnel than are presently available. Employers, therefore, are seeking new sources of manpower. Under these conditions, one would expect that a multi-level occupational area such as business and office occupations would attract relatively large numbers of employees from all societal groups, including the so-called disadvantaged--people who represent a previously untapped manpower pool in our society. Despite the growth in numbers of jobs, however, there has not been the anticipated corresponding increase in the numbers of disadvantaged people entering business and office occupations.

In March, 1966, The Center sponsored a national research planning conference for the purpose of identifying critical problems in business and office education. Since it had already become evident that the relatively small number of disadvantaged students entering vocational office training programs was not in keeping with the opportunities available in the office occupations, one of the priority problems identified at this conference was the need for developing special business and office education programs for disadvantaged youth. A task force was therefore created and charged with the responsibility of proposing specific research which, if undertaken, would provide the basis for developing office education programs that would attract disadvantaged students and successfully prepare them for entry-level office occupations. Recommendations of the task force gave high priority to Project BOOST, Business and Office Occupations Student Training.

The primary purpose of BOOST was to help disadvantaged students discover, explore, and prepare for the opportunities in office employment. Specifically, the objectives of the project were to: 1) identify disadvantaged students' perceptions of office work, 2) modify those perceptions that prevent the students from wanting to prepare for office occupations, 3) familiarize disadvantaged students with the customs encountered in the office and skills needed for office employment, and 4) show students how they can adapt to these customs and make plans for acquiring these skills.

An earlier BOOST report discussed the first two phases of the project and contained 28 teaching units developed during Phase 2. This report summarizes all four phases of the project.

Recognition for the preparation of this report is due Harry Huffman, project director, and Clyde Welter and Marla Peterson, research associates. We also appreciate the efforts of the following persons for their technical reviews of the publication: G. Dale Gutcher, Colorado State University; Catherine M. Jones, University of Oregon; Venetta B. Kell, Northern Arizona University; and Milton E. Larson, Colorado State University.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

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MODIFYING DISADVANTAGED STUDENTS' PERCEPTIONS OF OFFICE WORK

I. A BRIEF OVERVIEW

STATEMENT OF THE PROBLEM

Business and office occupations (sales, clerical, data processing, secretarial, and accounting) are rapidly growing and thus require greater numbers of personnel than are presently available. Employers, therefore, are seeking new sources of manpower. Under these conditions, one would expect that a multi-level occupational area such as business and office occupations would attract relatively large numbers of employees from all societal groups, including the so-called disadvantaged--people who represent a previously untapped manpower pool in our society.

Despite the growth in numbers of jobs, however, there has not been the anticipated corresponding increase in the numbers of disadvantaged people entering business and office occupations. This phenomenon is rather curious, but the experience of employers reveals why people from disadvantaged groups are not entering the business and office occupations in the expected numbers: they do not possess the skills needed to enter these occupations, and they do not possess the skills because they have not been entering the training programs.

Thus, the problem becomes one of discovering the reason disadvantaged students are not entering the business and office training programs in the expected numbers and of developing procedures that will effectively change the situation.

ORIGIN OF PROJECT BOOST

In March, 1966, The Center sponsored a national research planning conference for the purpose of identifying critical problems in business and office education. Since it had already become evident, as discussed above, that the relatively small number of disadvantaged students entering vocational office training programs was not in keeping with the opportunities available in the office occupations, one of the priority problems identified at this conference was the need for developing special business and office education programs for disadvantaged youth. A task force was therefore created and charged with the responsibility of proposing specific research which, if undertaken, would provide the basis for developing office education programs that would

attract disadvantaged students and successfully prepare them for entry-level office occupations.

In their report, the task force members suggested that one of the principal reasons that office training programs have attracted so few disadvantaged students is that these students, unlike middle-class and upper-class students, have perceptions of office work that make the office seem an alien and undesirable place in which to work. The task force concluded, therefore, that research should be conducted to answer the following questions:

1. What are the present perceptions of disadvantaged high school students about office work?

2. In what ways do the perceptions of disadvantaged students differ from those of advantaged students?

3. What are the perceptions of office work held by successful office workers from disadvantaged backgrounds? How do the perceptions of advantaged and disadvantaged students compare with those of these office workers?

4. How can the information obtained from comparing perceptions of disadvantaged students, advantaged students, and office workers be used to enhance the potentials for attracting and preparing disadvantaged students for successful office employment?

Recommendations of the task force gave high priority to Project BOOST, Business and Office Occupations Student Training.

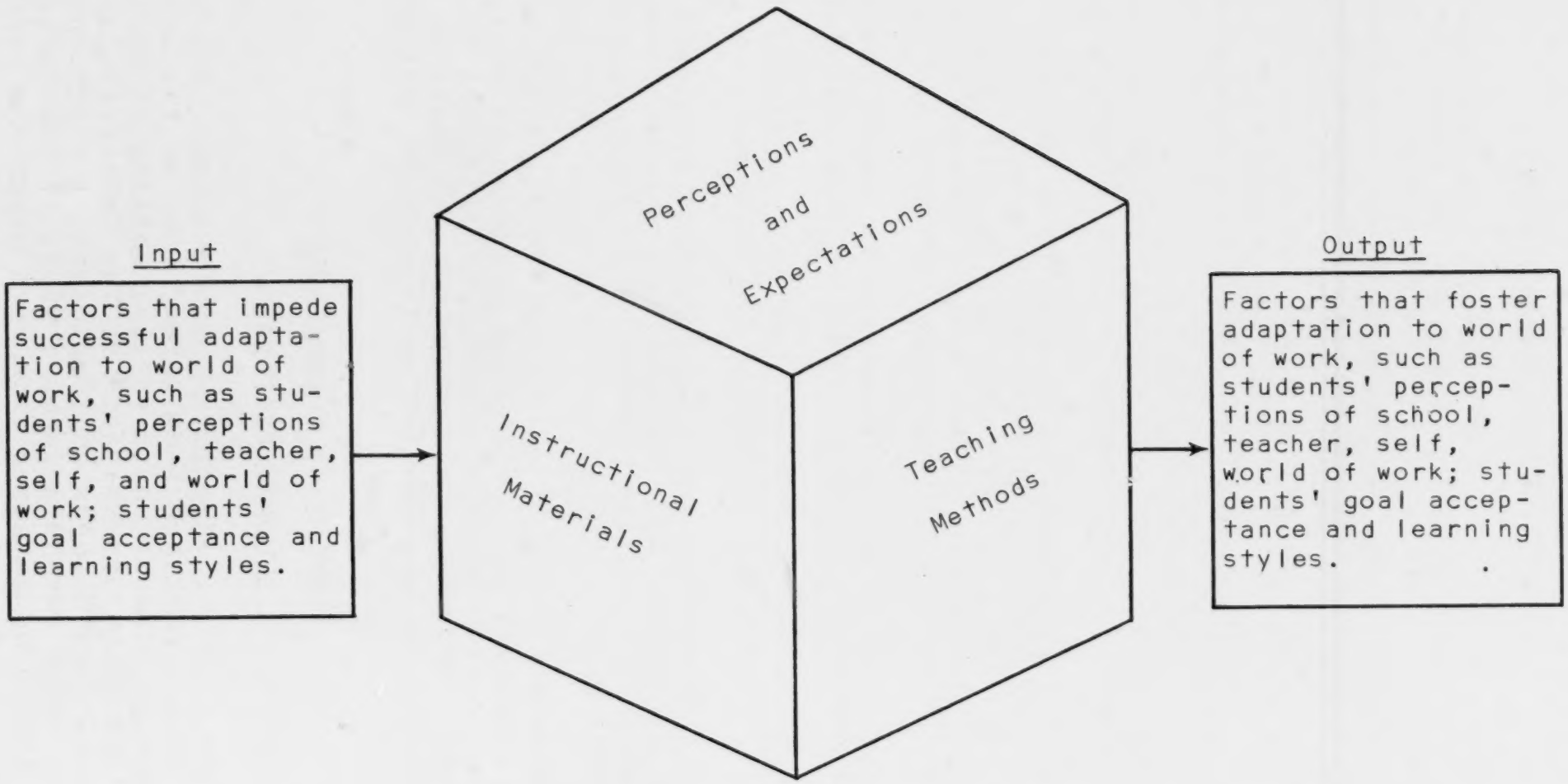
THE FIRST BOOST MODEL

The original BOOST model is illustrated in Figure 1. As shown in this model, students enter school with perceptions, goals, and learning-styles which may impede their successful adaptation to the world of work. Therefore, one of the teacher's major tasks is to help students examine and modify their perceptions and goals in light of actual conditions found in the world of work. How well the teacher accomplishes this task will depend upon his perceptions and expectations of the students and upon the teaching methods and materials he uses. The four-phase BOOST Project, devoted to identifying student perceptions of office work, developing methods and materials for modifying perceptions about office work, and developing programs to modify teachers' perceptions of the disadvantaged student, was developed around this model.

FIGURE I

FIRST BOOST MODEL

Educational Processing


Input
Factors that impede successful adaptation to world of work, such as students' perceptions of school, teacher, self, and world of work; students' goal acceptance and learning styles.
Perceptions
and
Expectations
Instructional
Materials
Teaching
Methods
Output
Factors that foster adaptation to world of work, such as students' perceptions of school, teacher, self, world of work; students' goal acceptance and learning styles.

OBJECTIVES OF PROJECT BOOST

The primary purpose of BOOST was to help disadvantaged students discover, explore, and prepare for the opportunities in office employment. Specifically, the objectives of the project were to: 1) identify disadvantaged students' perceptions of office work, 2) modify those perceptions that prevent the students from wanting to prepare for office occupations, 3) familiarize disadvantaged students with the customs encountered in the office and skills needed for office employment, and 4) show students how they can adapt to these customs and make plans for acquiring these skills.

To accomplish the above objectives, the project was divided into four phases which were based upon the following activities:

1. Phase 1--Instruments were developed to identify perceptions of office work held by urban and rural students. Perceptions of office work and the office environment currently held by disadvantaged students were compared with those held by advantaged students and office workers.

2. Phase 2--Methods and materials to modify perceptions of disadvantaged students toward office work were developed.

3. Phase 3--The methods and materials developed in Phase 2 were tried out, evaluated, and revised.

4. Phase 4--Methods and materials were developed for use in the preservice and inservice education of teachers preparing to teach (or improve their teaching of) the disadvantaged.

An earlier BOOST report discussed the first two phases of the project and contained 28 teaching units developed during Phase 2. The following section of this report summarizes all four phases of the project. Opposite the summary of each phase is a network which graphically illustrates the activities in that phase.

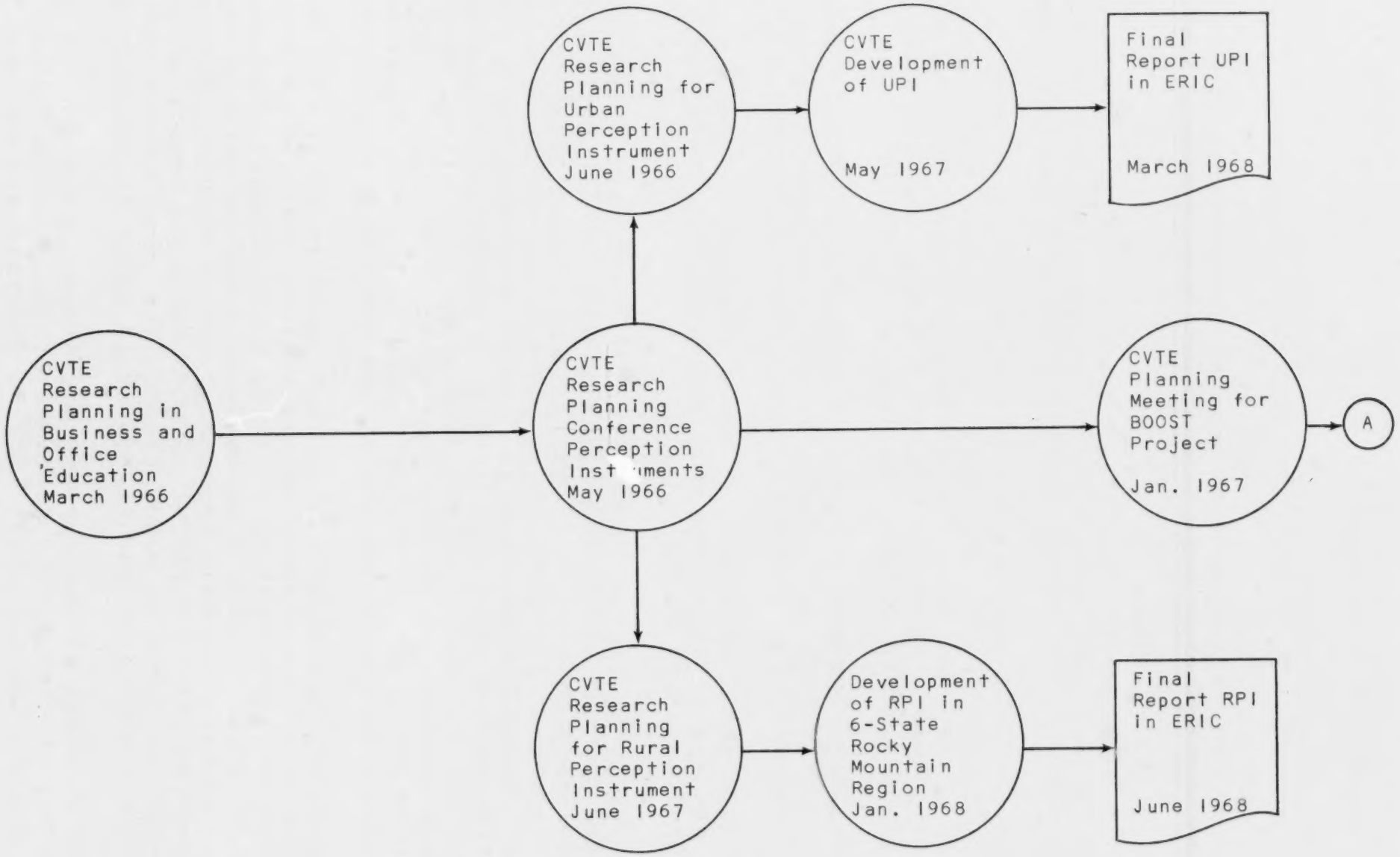
SUMMARY OF PROJECT BOOST

PHASE 1: IDENTIFYING STUDENT PERCEPTIONS

After the need for identifying disadvantaged students' perceptions of office work had been agreed upon at the March, 1966, research planning conference, a special meeting of leading business and office educators was held at The Center to lay specific plans for developing methods of identifying the perceptions. At this meeting, which was held in May, 1966, it was decided that perceptions should be gathered from both urban and rural

PHASE I

Activities Network


CVTE Research Planning in Business and Office Education March 1966
CVTE Research Planning Conference Perception Instruments May 1966
CVTE Research Planning for Urban Perception Instrument June 1966
CVTE Development of UPI
May 1967
Final Report UPI in ERIC
March 1968
CVTE Planning Meeting for BOOST Project
Jan. 1967
A
CVTE Research Planning for Rural Perception Instrument June 1967
Development of RPI in 6-State Rocky Mountain Region Jan. 1968
Final Report RPI in ERIC
June 1968

Phase I--Planning the BOOST Project and the Urban and Rural Perception Instruments (Completion dates).

disadvantaged populations and that special instrumentation should be developed for this purpose.

Development of the Instrument for Urban Use--Franklin Dye, who at the time was a doctoral candidate at The Ohio State University and a research associate at The Center, undertook the development of an office work perception-identification instrument for urban use as a part of his doctoral studies. In developing the instrument, Dye consulted members of the National Secretaries Association and other employed office workers, classroom teachers, high school students, sociologists, psychologists, and test and measurement specialists. By May, 1967, after numerous tryouts and revisions, the 46-item instrument had been completed.

Dye used the perception-identification instrument to measure and compare office-work perceptions of disadvantaged students with those of advantaged students in eight cities. He found that perceptions of disadvantaged students differed significantly from those of advantaged students in four of the cities.

Dye also compared office-work perceptions held by disadvantaged students with those held by office workers in three cities. In only one city did he find a significant difference.

A more detailed report of Dye's findings is found on pages 21-24, and the urban office work perception-identification instrument is shown in Appendix B.

Development of the Instrument for Rural Use--After Dye had completed and tested the urban instrument, Albert Masterson, Colorado State University (Fort Collins), began the development of an instrument for identifying perceptions of office work held by rural disadvantaged students. After reviewing Dye's work, consulting with a rural sociologist, a psychologist, and with students and business teachers from rural communities in Colorado, Masterson developed a 50-item instrument. This instrument was similar in design to the one developed by Dye, but items were specifically geared to the culture of the rural population.

Masterson administered the instrument to rural high school girls and to office workers in six western states. He found that the office-work perceptions of rural disadvantaged students did not differ significantly from those of rural advantaged students, but that perceptions held by both groups of students differed from those of office workers. A more detailed report of Masterson's study is found on pages 24-28. The rural office work perception-identification instrument is shown in Appendix B.

The findings of the Dye and Masterson studies do not support the contention that the perceptions of disadvantaged youth are wholly responsible for their lack of interest and success in the

business and office education program. The findings in no way diminish the importance of Phase 2, however, for the findings, particularly those of Masterson, make it apparent that in many cases the perceptions of both groups of students--advantaged as well as disadvantaged--are in need of modification. The fact that advantaged students are entering the clerical programs in proportionately larger numbers than disadvantaged students indicates that other influences, such as parental and social pressures, are operating that make the modification of office work perceptions less critical for advantaged students than for disadvantaged students. The change in the perceptions of disadvantaged students is critical since these students either do not feel, or do not respond to, these other influences.

Participants attending a January, 1967, planning meeting addressed themselves to making plans for the development of methods and materials to modify perceptions of disadvantaged youth toward office work.

PHASE 2: DEVELOPMENT OF METHODS AND MATERIALS

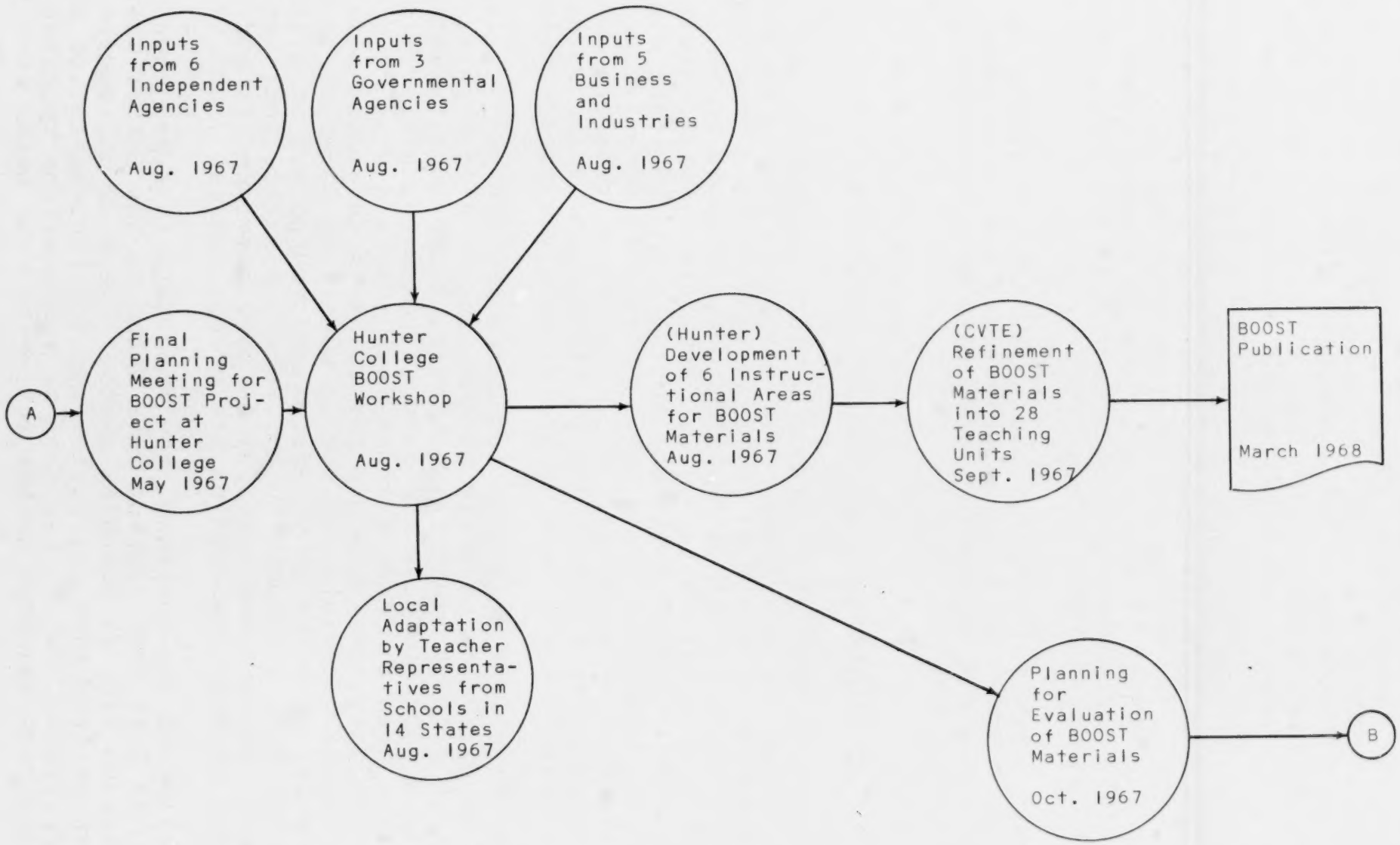
It was decided at the Phase 2 planning meeting that the basic framework for the new methods and materials should be developed by outstanding teachers of the disadvantaged and that a Center-sponsored summer workshop for this purpose would be held at Hunter College of the City University of New York. Notices were subsequently sent out announcing the workshop and inviting state directors of vocational education, supervisors of business education, city directors of research, and directors of research coordinating units to nominate teachers for participation in the workshop. Twenty-seven teachers from 14 states were ultimately selected.

The five-week workshop, conducted in July and August, 1967, under the direction of Harry Huffman and Estelle Popham, received assistance from governmental agencies, independent agencies, and business and industry in the form of resource materials and speakers. With the aid of these resources and drawing upon their own experiences, the workshop participants developed extensive instructional materials for use in modifying perceptions about office work. A class of disadvantaged youngsters at a local high school was made available to the workshop participants so that they could try out new material as they developed it and thus get immediate feedback concerning its effectiveness.

Following the workshop, the materials that had been developed during the five-week session were taken to The Center where they were refined into 28 teaching units. These 28 units were sent to workshop participants for review and for implementation in their local programs. On the basis of recommendations received from these teachers and from Center reviewers, the units were further

PHASE 2

Activities Network


Inputs from 6 Independent Agencies
Aug. 1967
Inputs from 3 Governmental Agencies
Aug. 1967
Inputs from 5 Business and Industries
Aug. 1967
A
Final Planning Meeting for BOOST Project at Hunter College May 1967
Hunter College BOOST Workshop
Aug. 1967
(Hunter) Development of 6 Instructional Areas for BOOST Materials Aug. 1967
(CVTE) Refinement of BOOST Materials into 28 Teaching Units Sept. 1967
BOOST Publication
March 1968
Local Adaptation by Teacher Representatives from Schools in 14 States Aug. 1967
Planning for Evaluation of BOOST Materials
Oct. 1967
B

Phase 2--Preparation of BOOST Materials for Modifying the Perceptions of Disadvantaged Youth (Completion Dates).

refined before inclusion in a preliminary BOOST report (Huffman, 1967).

Concurrent with the above activities, plans were being developed for tryout and evaluation of the units. By October, 1967, these plans had been formulated and the third phase of the project was initiated.

PHASE 3: TRYOUT AND EVALUATION OF BOOST MATERIALS

Two evaluations of the BOOST materials were conducted. One, a pilot evaluation, involved 27 teachers in nine cities; the other, a more intensive and controlled evaluation, involved nine teachers in three cities.

The pilot evaluation covered the period from September, 1967 to March, 1968. Of the 27 teachers participating in this evaluation, 18 teachers used the experimental materials and the other nine served as a control group. Half of the teachers who used the experimental materials had attended the Hunter College workshop where the materials were developed.

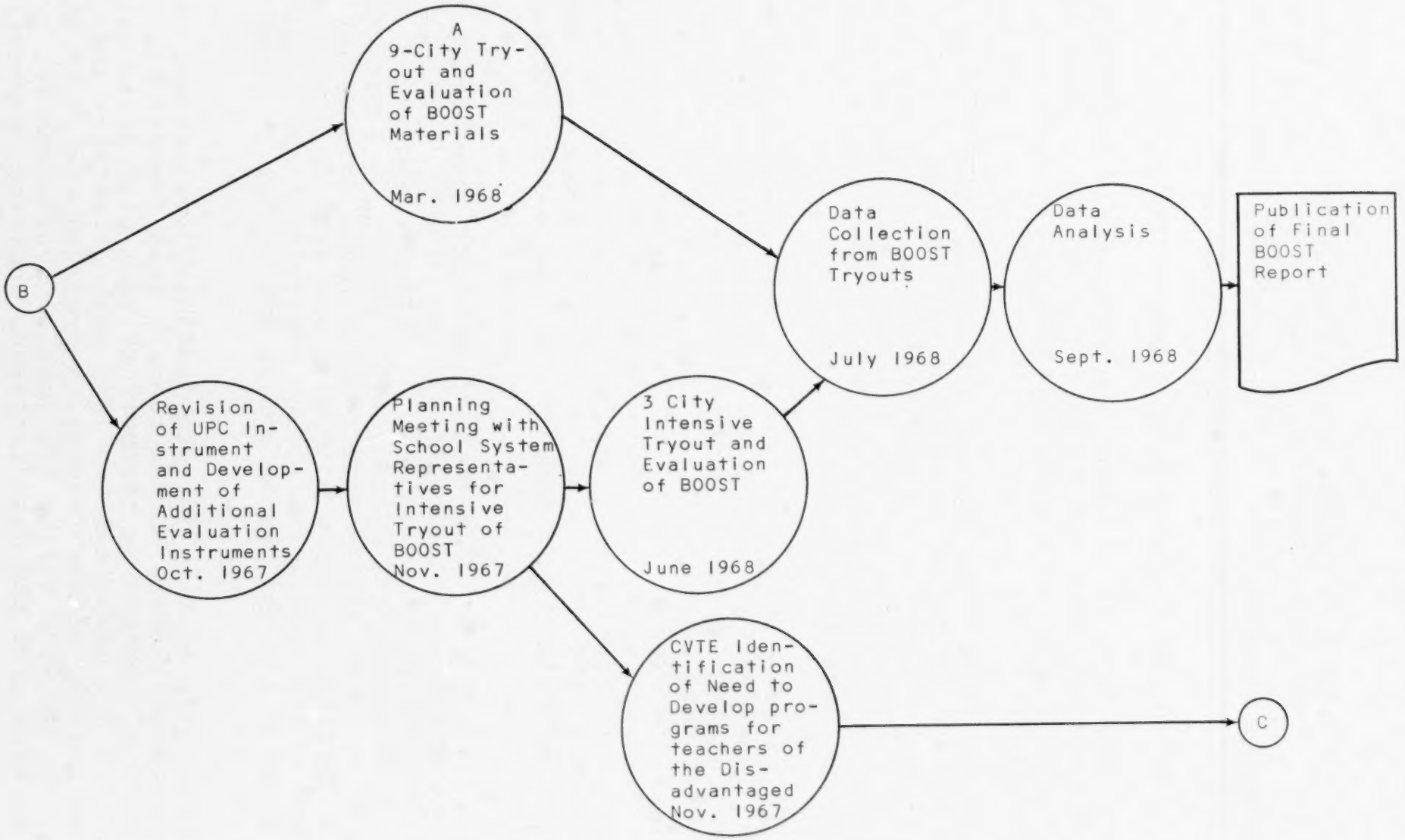
In the pilot evaluation, teachers were permitted to develop their own plans for integrating the BOOST materials in their programs. During the first two months of the study it became evident that teachers were avoiding those units that deviate from traditional classroom activity and require involvement in activities outside the school setting. These units were among those that The Center staff considered critical to programs designed to help modify students' perceptions about office work and were among eight units ultimately selected for the controlled, intensive evaluation.

Plans for the intensive evaluation began November 1, 1967, and the evaluation was terminated by June, 1968. This evaluation differed from the pilot evaluation in that it involved: 1) nine teachers in three cities; 2) only eight units; 3) a specific implementation plan; and 4) more comprehensive data collection from participating teachers, students, and schools. A detailed description of the procedures and an analysis of the findings of both the pilot study and the intensive evaluation is found on pages 29-40.

At a planning meeting for the intensive evaluation, teachers and school administrators voiced concern that teacher education programs were not preparing teachers to work with disadvantaged students. Further investigation into both preservice and inservice business and office teacher education programs confirmed that existing programs were making few special provisions for preparing teachers to work with the disadvantaged. However, supervisors and

PHASE 3

Activities Network


A
9-City Try-out and Evaluation of BOOST Materials
Mar. 1968
B
Revision of UPC Instrument and Development of Additional Evaluation Instruments
Oct. 1967
Planning Meeting with School System Representatives for Intensive Tryout of BOOST
Nov. 1967
3 City Intensive Tryout and Evaluation of BOOST
June 1968
Data Collection from BOOST Tryouts
July 1968
Data Analysis
Sept. 1968
Publication of Final BOOST Report
CVTE Identification of Need to Develop programs for teachers of the Disadvantaged
Nov. 1967
C

Phase 3--Tryout and Evaluation of BOOST Materials (Completion Dates).

teacher educators, persons charged with the responsibility for inservice and preservice training, were concerned about the problems of the disadvantaged and were eager for advice and materials that would aid them in modifying their programs to meet the need for preparing business and office occupations teachers to teach in inner-city and other schools serving the disadvantaged. Thus, plans were made for Phase 4, the development of preservice and inservice teacher education materials for teachers of the disadvantaged.

PHASE 4: DEVELOPMENT OF TEACHER EDUCATION PROGRAMS FOR TEACHERS OF THE DISADVANTAGED

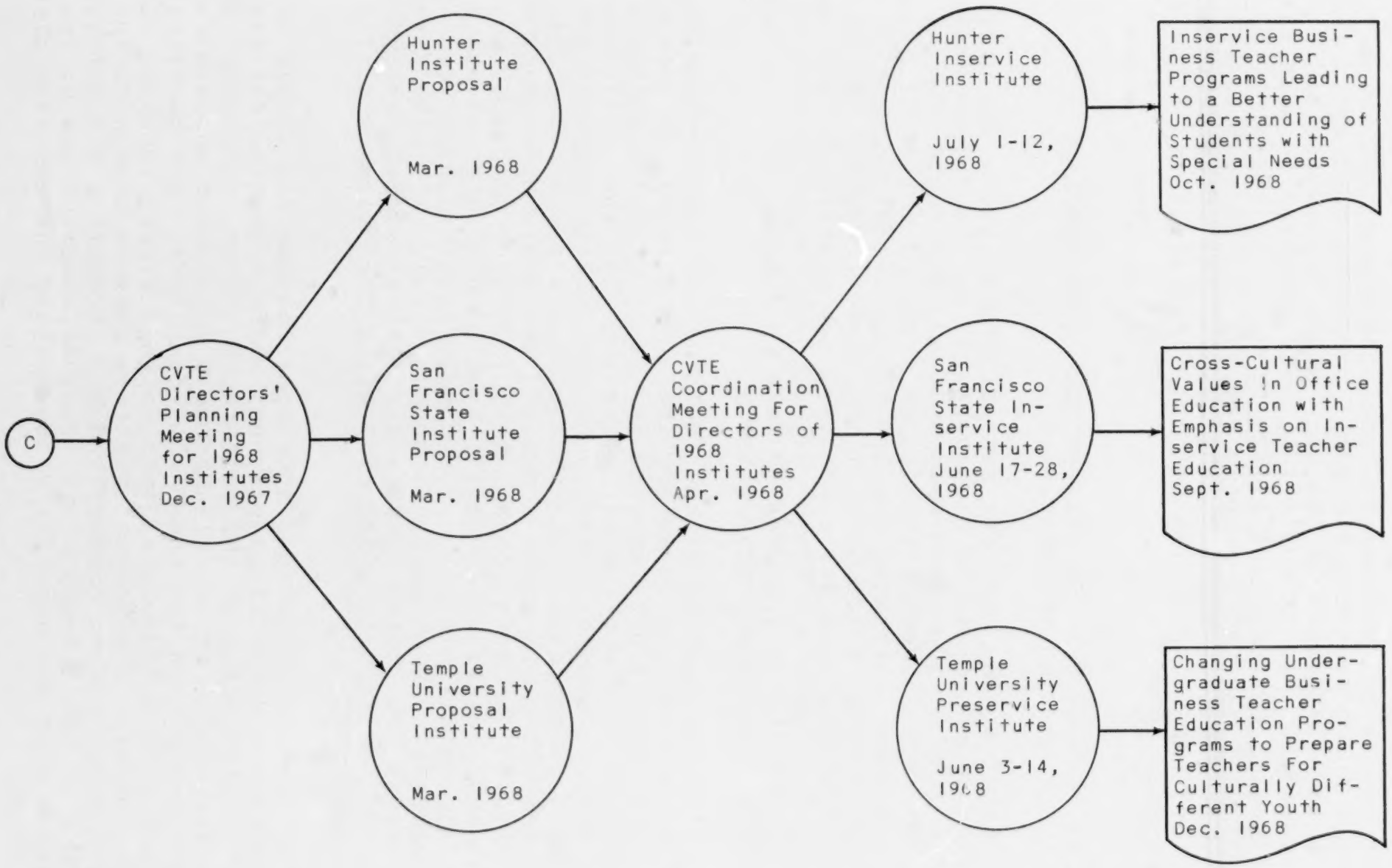
Alerted to the need for sensitizing business and office education teachers of the disadvantaged to the unique problems and strengths of the inner-city culture, The Center during the Summer of 1968 funded as the fourth phase of the BOOST project three two-week institutes for developing teacher education programs for preparing teachers of the disadvantaged. The three institutions selected for conducting the institutes were Hunter College, San Francisco State College, and Temple University, and the institutes were directed by Estelle Popham, William Winnett, and Robert Schultheis, respectively.

A planning meeting of The Center staff and the institute directors was held in December, 1967, to discuss, in general terms, the type of program each institute director intended to develop. At this meeting it was agreed that the institutes at Hunter College and San Francisco State College would be concerned with the development of inservice business teacher education programs, while the institute conducted at Temple University would be devoted to the development of a preservice program. Each of the three directors subsequently submitted a proposal which described in detail his plans for conducting the institute. All three proposals were approved, and in April, 1968, the directors again met at The Center to coordinate their activities and to make plans for reporting and evaluating the outcomes of the institutes.

The programs developed at Hunter College and Temple University emphasize clinical experiences which sensitize the teacher or potential teacher to the culture, problems, strengths, and weaknesses of the urban disadvantaged population through face-to-face involvement in the inner-city community. The materials developed at San Francisco State College stress inschool activities for the business teacher who wants to improve communication and understanding between himself and his students. The materials developed at San Francisco also include descriptions of teaching techniques that are especially appropriate for use with disadvantaged youth.

PHASE 4

Activities Network


C
CVTE Directors' Planning Meeting for 1968 Institutes Dec. 1967
Hunter Institute Proposal Mar. 1968
San Francisco State Institute Proposal Mar. 1968
Temple University Proposal Institute Mar. 1968
CVTE Coordination Meeting For Directors of 1968 Institutes Apr. 1968
Hunter Inservice Institute July 1-12, 1968
San Francisco State In-service Institute June 17-28, 1968
Temple University Preservice Institute June 3-14, 1968
Inservice Business Teacher Programs Leading to a Better Understanding of Students with Special Needs Oct. 1968
Cross-Cultural Values In Office Education with Emphasis on In-service Teacher Education Sept. 1968
Changing Undergraduate Business Teacher Education Programs to Prepare Teachers For Culturally Different Youth Dec. 1968

Phase 4--Development of Teacher Education Programs for Teachers of the Disadvantaged.

In all, representatives from 13 states participated in the 1968 institutes. Participants in the Hunter and Temple institutes were, for the most part, business and office teacher educators and city supervisors; participants in the San Francisco State institute were high school business teachers, department heads, and coordinators. The teacher education materials developed at the institutes by the participants are included in the three institute publications which were prepared and disseminated by the institute directors. The Hunter College institute publication also contains an excellent bibliography of business leaders among minority groups.

Many of the materials developed at the three institutes are being used in business teacher education programs in several institutions. Among the institutions using the materials are Southern Illinois University, Colorado State University, Temple University, Drexel Institute of Technology, Rider College, Montclair State College, Hunter College, San Francisco State College, and the University of Northern Iowa.

The institute reports are referenced completely on page 93.

SUMMARY

BOOST, Business and Office Occupations Student Training, is a research and development project devoted to the improvement of programs in office occupations for disadvantaged students. Specifically, the project was designed to discover the perceptions of disadvantaged students about office work and to develop a program for modifying those perceptions that might prevent the students from wanting to prepare for office occupations. It also encompassed the development of methods and materials for use in teacher education programs for preparing teachers of the disadvantaged.

Five conclusions about the total project appear at the end of Part III.

II. BOOST MODEL IN A NEW PERSPECTIVE

THE NEW PERSPECTIVE

The first model for Project BOOST was almost wholly concerned with the instructional methods and materials used by the teacher to modify the perceptions of students. This model provided a fertile beginning for the project since the classroom teacher has the professional preparation to develop such methods and materials. Teachers unquestionably feel the need for understanding the problems of disadvantaged youth so that they can alter and adapt their instructional materials and methods and hence compensate, in some way, for the poor background and weak basic skills of their students.

The most effective way to gain understanding is for the teachers to examine their own perceptions about the problems and conflicts of disadvantaged youth and to gain balance between expecting too little or too much from them. They need to alleviate the frustrations, alienation, and failure of students, and they need assistance in stimulating students to examine their life expectations realistically and to establish vocational goals. Since the teachers face these complex problems, the first model provided a possible method of attack on those problems with which they could, at first, most effectively deal.

While the first model provided a fruitful attack on the problems described above, it did not take into account the operating constraints imposed by the community and the school in which the classroom teacher operates. These constraints did not become evident until the third phase of the project--the phase involving the tryout and evaluation of the new methods and materials.

During this third phase, it became evident that the institutional style of the school, its degree of rigidity, and its regulations not only alienate the disadvantaged student, but also greatly restrict the teacher's freedom to use innovative methods, particularly if these methods require moving outside the traditional school setting. Since the community influences the institutional style of the school, the community also must be considered as a possible source of constraint.

During the conduct of the project, there was great national and community concern over the problems of poverty groups. A

description of this concern and the actions resulting from it are well documented in newspapers, periodicals, and recent books. Furthermore, the total school program was also being examined and changed in many ways, which are also voluminously described in recent literature. Thus, there is evidence that there is an increasing general awareness that the total educational complex--the school and community as well as the teacher and teaching materials--must be taken into account when developing new and relevant educational programs for the disadvantaged.

EXPLANATION OF THE MODEL

In order to gain a more comprehensive perspective of vocational education problems of disadvantaged youth, a new model was developed as shown on page 19. As in the first model, this model contains three elements: input, educational processing, and output. The input and output elements are exactly the same as those in the first model. In this model, however, the element of educational processing is shown in expanded form. In addition to the block representing the teacher, two more three-dimensional blocks representing the community and the school are incorporated in the model. The element of educational processing should be viewed first from the perspective of the community and its effect on the school, and then from the perspective of the school and its effect on the teacher. The teacher's work thus is affected by both the community and school.

The block representing the community has the dimensions of the culture, group characteristics, and individuals' perceptions. The interaction of these elements determines the amount of financial and ideological support the community will provide the school. The school operates under these support constraints and, in turn, establishes constraints under which the teacher operates. Certain instructional units, such as the units which appear in Appendix A, cannot be implemented without the support and cooperation of the business and industrial community.

The block representing the school has the dimensions of institutional style, total program, and administrative climate. The interaction of these dimensions prescribe which units can be implemented, since the teacher must have planning time and opportunity to make arrangements to carry out the instructional units that involve the student with the business and industrial community.

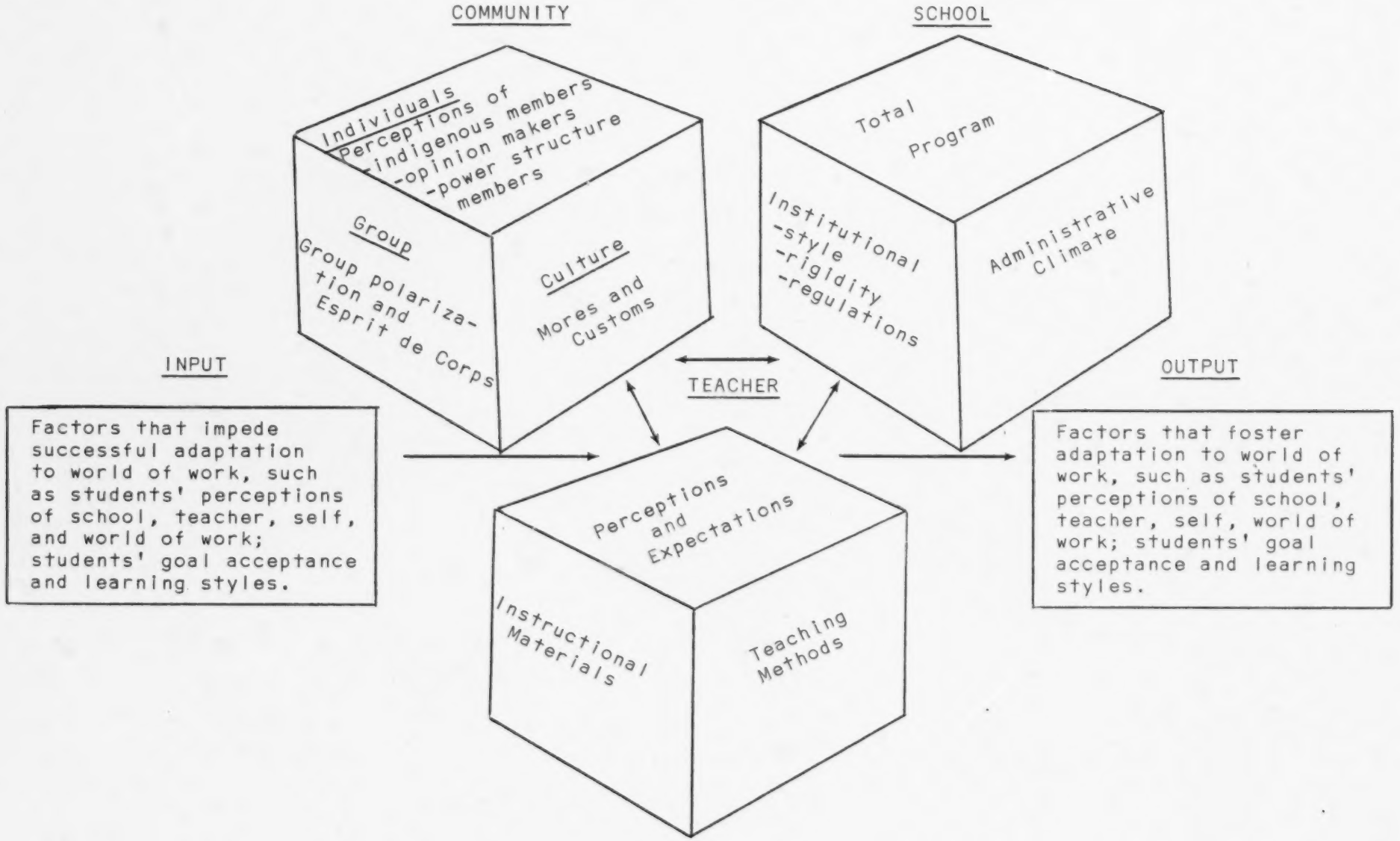
INTERPRETATION OF PROJECT BOOST IN TERMS OF THE NEW MODEL

At the time Project BOOST was conceived and planned, no thought was given to modifying the total educational processing complex since the need to do so had not yet been recognized. In

FIGURE 2

GENERALIZED MODEL OF THE EDUCATIONAL COMPLEX

Educational Processing



retrospect, it has become apparent that student perceptions represent only a small part of the overall problem. Moreover, the BOOST units that appear in Appendix A require a high degree of flexibility on the part of the school and the community. Therefore, an interpretation of the detailed results of implementing the units in the pilot and three-city evaluations can be viewed in the light of the expanded model. These evaluations are described in detail in Part III.

III. PROCEDURES AND FINDINGS OF PROJECT BOOST

PHASE 1: IDENTIFYING STUDENT PERCEPTIONS

Phase 1 of the BOOST project consisted of the development of instruments for identifying the office-work perceptions of disadvantaged youth. This aspect of the project comprised the doctoral studies of Franklin H. Dye, formerly of The Center staff and now at Northern Illinois University, DeKalb, Illinois, and Albert C. Masterson, Colorado State University, Fort Collins, Colorado (Dye, 1967; Masterson, 1968).

Dye designed his perception instrument especially for use in identifying office-work perceptions held by urban high school youth. Masterson designed a similar instrument to be used with rural youth. The Dye and Masterson studies are summarized in Chart 1 and in the following paragraphs.

DYE'S STUDY: PERCEPTIONS OF URBAN STUDENTS

Dye developed an instrument (Appendix B) for use in identifying perceptions of disadvantaged urban high school students so that these perceptions could be compared with those held by advantaged students and office workers. During the period April 1 - June 30, 1967, Dye's instrument was administered to the four groups described below.

1. Five hundred sixty-eight female tenth-grade students who were enrolled in schools predominantly serving disadvantaged youth--These students were from schools located in eight cities.[1] The schools were selected from those which city supervisors and consultants in business and office education identified as having an enrollment that contained at least 75 percent disadvantaged youth.

2. Five hundred seventy-five female tenth-grade students who were enrolled in schools predominantly serving advantaged youth--

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[1]The eight cities were Birmingham, Alabama; Boston, Massachusetts; Columbus, Ohio; Detroit, Michigan; Fort Worth, Texas; New York, New York; Oakland, California; and Pittsburgh, Pennsylvania.

CHART I

SUMMARY OF MASTERSON AND DYE STUDIES

	Dye Study	Masterson Study
Intent of The Study	To develop an instrument for identifying perceptions of office work held by urban disadvantaged high school students.	To develop an instrument for identifying perceptions of office work held by rural disadvantaged high school students.
Definition of Disadvantaged	Students who manifest one, often more than one, and sometimes all of the following characteristics:* a. Low-level reading ability b. Limited formal vocabulary and poor speech construction and diction c. Relative slowness in performing intellectual tasks d. Poor health and poor health habits e. An anti-intellectual attitude f. Indifferent to responsibility g. Nonpurposeful activity, much of which is disruptive h. Limited experiences of the sort school assumes most of their students have had with their families; for instance, contact with social, cultural and governmental institutions i. A failure syndrome resulting from apathy and lack of self-confidence	Students' whose families have incomes of less than $3,000 per year.
Size of Sample	568 female tenth-grade students enrolled in schools serving urban disadvantaged youth 575 female tenth-grade students enrolled in schools serving urban advantaged youth 155 female office workers living in and working in urban areas	477 female eleventh- and twelfth-grade students enrolled in schools serving rural disadvantaged youth 498 female eleventh- and twelfth-grade students enrolled in schools serving rural advantaged youth 326 female office workers who had attended a rural high school but who were currently living in and working in urban areas
Geographical Location From Which Sample Was Drawn	The tenth-grade urban students were selected from schools located in: a. Birmingham, Alabama b. Boston, Massachusetts c. Columbus, Ohio d. Detroit, Michigan e. Fort Worth, Texas f. New York, New York g. Oakland, California h. Pittsburgh, Pennsylvania	The eleventh- and twelfth-grade rural students were selected from: a. 10 Arizona schools b. 9 Colorado schools c. 8 Idaho schools d. 11 Nevada schools e. 12 New Mexico schools f. 6 Utah schools
Findings	See Tables 1 and 2	See Table 3

*Barbara H. Kemp, *The Youth We Haven't Served* (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1966), p. 6.

These students were from the same eight cities as the disadvantaged students who completed the instrument. The schools were selected from those which city supervisors and consultants in business and office education identified as having an enrollment that contained at least 75 percent advantaged youth.

3. One hundred fifty-five office workers--Office workers from Birmingham, Fort Worth, and Oakland completed the instrument. Office workers in the other five cities included in the study were not administered the instrument because the personnel officers contacted in these cities were reluctant to have employees of their firms participate in the study.

4. Twenty-three experienced office workers and office occupations teachers--This group was selected from experienced office workers and office occupations teachers at The Ohio State University and the Columbus, Ohio business community. The items on the instrument were weighted on the basis of the responses given by this group. The weights assigned to each response position are shown on the instrument in Appendix B.

The chi-squared technique was used in analyzing the data and in comparing the responses of disadvantaged students with those of advantaged students and office workers. Tables 1 and 2 provide a summary of the significant differences found in the study.

TABLE I

SUMMARY OF SIGNIFICANT DIFFERENCES

Urban High School Girls' Perceptions of Office Work

Populations Being Compared	Cities From Which Samples Were Drawn							
	Birmingham, Alabama	Boston, Massachusetts	Columbus, Ohio	Detroit, Michigan	Fort Worth, Texas	New York, New York	Oakland, California	Pittsburgh, Pennsylvania
Disadvantaged Students and Advantaged Students	X			X		X		X

X Significant at .05 level of confidence.

TABLE 2

SUMMARY OF SIGNIFICANT DIFFERENCES

Urban High School Girls' Perceptions of Office Work

Populations Being Compared	Cities From Which Samples Were Drawn		
	Birmingham, Alabama	Fort Worth, Texas	Oakland, California
Disadvantaged Students and Office Workers	X		

X Significant at .05 level of confidence.

In comparing the total scores of the disadvantaged students with those of the beginning office workers, Dye found that the students and workers differed significantly in Birmingham, but not in Fort Worth or Oakland.

In comparing the total scores of the disadvantaged students with those of the advantaged students in each of the eight cities, Dye found significant differences in Birmingham, Detroit, New York, and Pittsburgh. In Boston, Columbus, Fort Worth, and Oakland, however, the total scores of the disadvantaged students did not differ significantly from those of the advantaged students.

Dye's dissertation (1967), "Office Work Perceptions Held by Tenth Grade Female Students Enrolled in Urban High Schools Serving Disadvantaged Youth" (The Ohio State University), contains a complete report of his findings.

MASTERSON'S STUDY: PERCEPTIONS OF RURAL STUDENTS

The purpose of Masterson's study was to identify the perceptions of office work held by advantaged and disadvantaged rural high school girls and to determine whether or not differences in

perceptions among these girls are related to cultural background, academic achievement, or interest in office work. For purposes of his study, Masterson defined advantaged students as those whose families have incomes of $3,000 per year or more; disadvantaged students as those whose families have incomes of less than $3,000 per year.

Masterson designed a 50-item questionnaire (Appendix B) to use as a means of identifying rural students' perceptions of office work. He established five categories of perceptions and related each questionnaire item to one of these categories. The five categories are: 1) Job Prerequisites, 2) Rewards of the Job, 3) Personal Relationships, 4) Job Expectations, and 5) Discrimination. The category into which each item was placed is shown in Appendix B.

The questionnaire was administered to high school girls in rural communities (2,500 population or less) in Arizona, Colorado, Idaho, New Mexico, Nevada, and Utah. The 975 girls who completed the questionnaire were from three cultural backgrounds--Indian, Anglo, and Spanish-American.

The questionnaire was also administered to 326 women office employees. These employees were considered an expert group, and the questionnaire items were weighted for scoring on the basis of their responses.

Chi-squared and analysis of variance tests of significance were made between and within all groups being compared to derive the statistical analysis of data used in the study.

Masterson reported that, overall, he found no significant difference between the perceptions of advantaged students and those of disadvantaged students. In the one category of personal relationships, however, he found that the perceptions of advantaged Anglo students did differ significantly from those of disadvantaged Anglo students.

The perceptions of both advantaged and disadvantaged students were found to differ significantly from those of office workers. Some significant differences were also found when students were compared on the basis of cultural background and interest in office work. Table 3 is a summary of the significant differences found in the study.

SUMMARY OF PERCEPTION STUDIES

Although the findings of the perception studies were not clear-cut, there was evidence to support the implicit assumption of the project that disadvantaged students as a group hold

TABLE 3

SUMMARY OF SIGNIFICANT DIFFERENCES

Rural High School Girls' Perceptions of Office Work

Populations Being Compared	Categories of Perceptions				
	Job Prerequisites	Rewards of the Job	Personal Relationships	Job Expectations	Discrimination
Disadvantaged-Advantaged-Office Workers					
Disadvantaged Students and Office Workers	XX	XX	XX	XX	XX
Advantaged Students and Office Workers	XX	XX	XX	XX	XX
Disadvantaged Students and Advantaged Students					
VARIABLES					
Interest in Office Work					
Advantaged Students Interested in Office Work and Advantaged Students Not Interested in Office Work			X	XX	
Disadvantaged Students Interested in Office Work and Disadvantaged Students Not Interested in Office Work					
Advantaged and Disadvantaged Not Interested in Office Work					
Advantaged and Disadvantaged Interested in Office Work					
Student Grades					
Advantaged and Disadvantaged Students Reporting Good Grades					

TABLE 3 (Continued)

SUMMARY OF SIGNIFICANT DIFFERENCES

Rural High School Girls' Perceptions of Office Work

Populations Being Compared	Categories of Perceptions				
	Job Prerequisites	Rewards of the Job	Personal Relationships	Job Expectations	Discrimination
Advantaged and Disadvantaged Students Reporting Average Grades					
Cultural Groups					
Advantaged Spanish-American, Indian and Anglo Students Compared with Office Workers				X	
Disadvantaged Spanish-American, Indian and Anglo Students Compared with Office Workers		XX	XX	XX	XX
Advantaged and Disadvantaged Spanish-American Students					
Advantaged and Disadvantaged Indian Students					
Advantaged and Disadvantaged Anglo Students			X		

X Significant at .05 level of confidence.
XX Significant at .01 level of confidence.

inaccurate perceptions of business and office occupations. In both studies there was evidence that the students' perception of office work and workers differed from the workers' self-perceptions; however, this finding was especially noticeable among the rural group. The results of the two studies indicate that inaccurate perceptions of office work and workers are not unique to disadvantaged students. Such students were the target population of this

project, however, and the results from the disadvantaged students were supportive of a decision to proceed with the second phase of the project which was to develop methods and materials to modify perceptions of disadvantaged youth toward office work.

PHASE 2: DEVELOPMENT OF METHODS AND MATERIALS

A five-week workshop co-directed by Harry Huffman and Estelle Popham was held at Hunter College of the City University of New York during July and August, 1967, for the purpose of developing new and innovative methods and materials for use in teaching disadvantaged students. This was Phase 2 of the BOOST project.

Twenty-seven teachers of socioeconomically disadvantaged youth participated in the workshop. These teachers, who came from cities located in 14 states, developed the BOOST teaching units. In developing these units they drew upon their experiences in teaching disadvantaged students, the various concepts of learning that have been identified by behavioral scientists, and the knowledge about office work perceptions identified by Dye during his work on the perception instrument.

The units developed at the workshop were not intended to contain methods of teaching business and office occupations skills, but rather methods of guiding disadvantaged youth toward a more realistic perception of office work and the office environment. Twenty-eight units were developed and these were grouped into three categories entitled: 1) Understanding Yourself, 2) Knowing About the Business Community, and 3) Entering the Business Community. The units were designed to provide "doing" activities--students make surveys, interview employees, visit offices, etc.

A detailed description of the workshop, the way in which the methods and materials were developed, and copies of the actual teaching units are contained in the preliminary BOOST report.

The successful development of the methods and materials in the workshop permitted the project to proceed to the third phase, that of tryout and evaluation of the methods and materials.

PHASE 3: TRYOUT AND EVALUATION OF BOOST MATERIALS

Phase 3 of the BOOST project consisted of two tryouts and evaluations of the methods and materials developed at the Hunter College Workshop. Descriptions of these tryouts and evaluations follow.

PILOT EVALUATION

Nine workshop participants, representing nine cities,[2] were chosen to take part in the pilot tryout and evaluation of the BOOST materials. There were two major purposes for conducting this evaluation. The first was to determine whether teachers who have had the workshop experiences can modify the perceptions of disadvantaged students about office work through use of the BOOST materials. The second purpose was to determine whether or not teachers who have not had the workshop experiences can, by using the BOOST materials, modify the perceptions of disadvantaged students about office work.

Research Design. A pretest, posttest control-group design was used for the pilot evaluation. There were two treatment groups and one control group in each of the nine cities. Although no attempt was made to match students on the basis of IQ or academic achievement, all students were of high school grade level and were enrolled in similar business and office education courses in schools serving students from urban economically deprived communities. The three student groups in each city were differentiated as follows:

1. Treatment Group A was taught by a teacher who attended the Hunter College workshop. This teacher used the methods and materials developed at the workshop.

2. Treatment Group B was taught by a teacher who used the methods and materials developed at the Hunter College workshop, but who did not attend the workshop. This teacher was selected upon the recommendation of the city supervisor of business and office education.

3. Group C, the control group, was taught by a teacher who did not attend the Hunter College workshop and who used neither the methods nor materials developed at the workshop. This teacher was also selected upon the recommendation of the city supervisor of business and office education.

The teachers of the two treatment groups were allowed to develop their own plan for implementing the BOOST materials. They selected the units that they would use and decided when and how often to use them. The only requirements made of the teachers were that: 1) they submit a plan at the beginning of the school year stating which units they intended to use, 2) they administer

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[2]The nine cities are Phoenix, Arizona; Miami, Florida; Kansas City, Kansas; Glenelg, Maryland; Detroit, Michigan; Cincinnati, Ohio; Philadelphia, Pennsylvania; Laredo, Texas; New York, New York.

the pretest, posttest instrument ("Personal Insights of Office Work") at the beginning and at the end of the evaluation period, and 3) they submit a written evaluation of each unit they used.

The evaluation period was one semester--September through December, 1967.

Limitations. The posttest results from Laredo were not received, therefore a report of the Laredo evaluation is not included in the findings.

There was no uniformity in the way in which the BOOST units were implemented since each Group A and Group B teacher was allowed to select the BOOST units that he would use and since no control was established to prevent teachers from changing or modifying the units they used.

The only instrument used to measure changes in student perceptions was the perception scale developed by Dye. Even though Dye found that the instrument he developed does measure perceptions about office work, there is no assurance that the perceptions measured by the scale are the only perceptions (or the most important perceptions) about office work that might change as a result of the use of the BOOST units.

Findings. This section reports the results of the pretest and posttest conducted in eight of the nine cities. Table 4 shows the number of students, their mean scores on the pretest, the standard deviation of the pretest scores, the mean scores on the posttest, and the standard deviation of the posttest scores. The t-ratio with correlated groups was computed for each class to determine whether the differences between the pretest and posttest means were statistically significant.

As shown in Table 4, it is only in Philadelphia that the mean of Group A on the posttest differs significantly from that of the pretest ($p < .01$). Comparisons of pretest and posttest results in the other seven A Groups do not show any significant differences. This indicates that the students in A Groups do not show any change in the way they perceive the environment on the jobs for which they are being prepared. There may be several reasons for this.

1. The treatment is not effective.

2. The instrument itself is not sensitive enough to reflect changes resulting from the treatment.

3. Although the perceptions of the students who were low scorers on the pretest do change, they are not reflected in the mean.

TABLE 4

SCORES ON PERCEPTION INSTRUMENT

Student Group		N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t-ratio	df	Level of Significance
Phoenix	A	13	102.7	9.08	104.9	8.96	0.875	12	NS
	B	23	112.6	6.50	114.1	6.77	1.117	22	NS
	C	8	104.9	6.90	111.4	6.98	2.754	7	.05
Miami	A	34	113.1	5.25	114.4	5.68	1.040	33	NS
	B	28	108.3	6.98	114.2	8.85	4.122	27	.001
	C	19	110.5	7.44	113.9	6.88	2.754	7	.05
Kansas City	A	21	108.0	7.58	109.5	8.13	0.749	20	NS
	B	12	113.6	7.32	116.5	7.91	1.859	11	NS
	C	24	100.2	10.07	102.5	11.38	0.832	23	NS
Baltimore	A	11	108.9	14.22	106.8	8.78	-0.864	10	NS
	B	19	111.3	9.31	116.8	6.98	2.630	18	.05
	C	20	111.0	10.59	120.6	4.15	4.286	19	.001
Detroit	A	18	102.3	13.69	104.8	9.34	0.930	17	NS
	B	11	111.3	6.45	103.3	9.38	-2.675	10	.05
	C	9	113.1	8.01	109.4	7.37	-1.687	8	NS
New York	A	20	106.0	9.87	105.0	9.86	-0.500	19	NS
	B	14	103.9	7.65	103.4	8.99	-0.242	13	NS
	C	12	98.5	7.04	104.2	5.06	2.287	11	.05
Cincinnati	A	6	105.2	6.31	112.5	6.97	2.329	5	.10
	B	8	101.3	6.12	101.8	4.82	0.342	7	NS
	C	11	102.6	9.92	101.5	8.97	-0.429	10	NS
Philadelphia	A	12	105.8	6.12	94.2	9.86	-3.751	11	.01
	B	12	111.1	5.65	105.9	11.77	-1.712	11	NS
	C	12	105.5	9.00	103.2	11.62	-1.098	11	NS

*The posttest results were not received from Laredo. 31

4. The reliability of the instrument is relatively low.

In the case of Group B, three out of eight comparisons show significant differences. These are: Miami, Baltimore, and Detroit. It appears that though the teachers of these classes did not attend the workshop, they did make good use of the available materials which led to significant changes in the perceptions of students. It is also likely that these students themselves were keen to know more about office jobs, obtained more information about such jobs, and thus increased their scores on the post-test.

In Group C, four out of eight comparisons were statistically significant. This may be due to the fact that the teachers and students of these groups, though not using the materials developed at the workshop, were concerned about this aspect of their school program and hence utilized the available resources. In other words, the materials developed at the workshop are not the only means to produce changes in perceptions about office work.

Although the results obtained on the Dye perception instrument in the pilot evaluation gave no conclusive evidence that the use of BOOST materials resulted in changes in students' perceptions, the written evaluations received from A and B teachers indicated that they believed the units were effecting changes in students' behaviors and attitudes. For example, a Cincinnati teacher wrote: "Students have finally shown interest, participated in a discussion, and acted favorably toward learning." A teacher from Kansas City noted that "two students changed their minds about dropping out and were able to improve enough that they will pass the first semester--also they seem to have gained insights in understanding their own strengths and weaknesses."

The above comments are typical of those found in nearly all the A and B teachers' evaluations of BOOST units. Two other facts particularly stood out in the reports received from A and B teachers: 1) many teachers believed BOOST materials accelerated student improvement in verbal and clerical skills, and 2) teachers had avoided using those units that required their making contacts outside the school--units which The Center staff feel offer greatest promise for modifying student perceptions of office work. It was decided, therefore, to conduct a second evaluation, an intensive evaluation of selected units under controlled conditions and according to a set plan. In addition to evaluating the effect of the selected units on changing student perceptions, the intensive evaluation was designed to measure changes in students' verbal and clerical skills or aptitudes and to provide an incentive for teachers to implement those units that require student involvement with office employees or office-related situations both in and out of school.

INTENSIVE EVALUATION

BOOST units were selected for an intensive evaluation on the basis of one or more of the following criteria: 1) the activity provides firsthand experiences that familiarize students with the role expectations and the social skills necessary for successful office employment; 2) the activity provides firsthand experiences that familiarize students with job expectations and work skills necessary for successful office employment; 3) the activity elicits overt participation on the part of students; 4) the activity gives students an opportunity to express their own opinions concerning work and work-connected problems and to compare these with opinions of others; or 5) the activity provides experiences designed to develop the students' self-assurance by providing them with experiences in the business and social worlds with which they are unfamiliar.

On the basis of the above criteria, eight units were selected for intensive evaluation. These were:

1. An Interview With an Employment Dropout
2. Class Interviews Employees
3. Student Adopts Big Sister Who Is an Office Employee
4. Student Visits Employees at Work and at Home
5. Student Compares Attitudes of Parents, Students, and Office Employees Toward Office Work
6. Student Practices the Social Customs Observed During a Business Lunch
7. Examining Types of Discrimination
8. Planning an Appropriate Outfit for a Job Interview.

The intensive evaluation was conducted in three cities: Detroit, Michigan; Laredo, Texas; and Philadelphia, Pennsylvania.

Research Design. As in the pilot evaluation, a pretest, posttest control-group design was used. In each of the three cities two treatment groups and one control group were established and differentiated just as in the preceding evaluation. No attempt was made to match students on the basis of IQ or academic achievement, but data collected on the students confirmed that most students in all groups were from similar, economically deprived backgrounds.

All three A teachers, the B teachers in Laredo and Philadelphia, and the C teachers in Detroit and Philadelphia were the same

ones who participated in the pilot evaluation. The original B teacher in Detroit and C teacher in Laredo were unable to participate in the intensive evaluation and were replaced by other business teachers in the same schools.

Unlike the pilot evaluation, the intensive evaluation plan specified which BOOST units the teachers would use (the eight units listed in the preceding section) and gave directions for their implementation. Teachers were paid for time spent (in excess of regular contract time) in planning and implementing the BOOST activities and were reimbursed for their out-of-pocket expenses.

The instruments used in the pretesting and posttesting were:

1. A revised form of the "Personal Insights of Office Work" instrument developed by Dye. (The revised form is shown in Appendix B.)

2. All parts of the Turse Clerical Aptitude Test except for Test 2. Test 2, a measure of number skills, was omitted from the test battery because this measure does not reflect the intent of the BOOST units. Other tests in the Turse battery included measures of verbal skills, ability to follow written directions, and clerical speed.

In addition to the evaluative instruments listed above, subjective evaluations of the effectiveness of the BOOST units were written by the A and B teachers.

Limitations. The findings of the intensive evaluation described below and in the following pages do not include an account of Treatment Group A in Laredo. This is because the Laredo A teacher was unable to complete the tryout and the posttesting.

It should also be noted that the "Big Sister/Brother" unit--the activity that offers the greatest opportunity for students to see the office as it really is--was not implemented in the Philadelphia experimental classes. The large Philadelphia business organization that was to cooperate in the BOOST activities became embroiled in a labor dispute and had to withdraw its support of the project. The Philadelphia B teacher was able to carry through most of the other activities that had been scheduled for the intensive tryout and evaluation, but the A teacher was deeply involved in a school-community action program and thus unable to devote as much time to the tryout as called for in the plan.

Other teachers of experimental classes were, for one reason or another, unable to implement the tryout and evaluation plan in its entirety. Ultimately, it was only the Detroit Experimental Group A that followed the specified plan for the tryout of the

BOOST materials completely. It is not surprising that this is reflected in the findings described below.

Findings. The first three parts of this section will be devoted to comparisons between pretest and posttest means on the various subtests of the Turse Clerical Aptitude Test. The correlated t-test was used to make these comparisons.

The last part of this section will be devoted to a comparison between pretest and posttest means on the revised perception instrument.

VERBAL SCORES

Table 5 gives the mean score and standard deviation (SD) on the verbal subtest of the Turse for each group in the three cities.

TABLE 5

TURSE CLERICAL APTITUDE TEST

Verbal Scores

Student Group		N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t-ratio	df	Level of Significance
Detroit	A	30	7.3	3.44	10.4	3.30	4.127	29	.01
	B	24	8.8	4.01	9.6	4.81	1.108	23	NS
	C	21	8.5	4.99	10.6	4.88	3.816	20	.01
Laredo*	B	22	12.2	4.18	14.3	4.30	3.975	21	.001
	C	21	14.9	6.67	17.7	6.76	3.471	20	.01
Philadelphia	A	14	12.0	2.67	12.6	2.74	0.865	13	NS
	B	16	11.6	2.52	14.9	2.86	5.459	15	.001
	C	10	10.9	3.70	13.7	5.37	2.746	9	.05

*The final data pertaining to Laredo A group were not received.

In Detroit, students in Group A obtained a mean score of 7.266 on the pretest while their mean score on the posttest was 10.433 which represents a significant improvement ($P > .01$). There was no significant difference between the pretest and posttest scores of students in Group B. The students in Group C showed a significant improvement ($P > .01$) in their performance on the posttest, from a mean score of 8.524 to 10.571.

In Laredo, students from Group C as well as from Group B showed significant improvement in their performance on the post-test.

In Philadelphia, it was only in Group A that no significant differences were found between the pretest and the posttest mean scores.

It is thus apparent that the treatment of using the workshop material with or without specially trained teachers did not show any significant effect on the verbal scores of the samples of disadvantaged students used in the present study. This may be due to several reasons.

a. The sample size is generally quite small. It ranges from 10 to 30.

b. Since the students are growing, they make improvement in their verbal ability whether they are included in the experimental groups or not. This is due to the fact that they continue to get their "treatments" for improving their verbal ability; for example, usual instructional materials in language arts, theme writing, etc.

c. The students were not actually matched with respect to their level of intelligence, past achievement, etc., before their placement in Groups A, B, and C.

d. The treatments are completely confounded with the teacher variable. Each group was taught by a different teacher and there is no way of knowing the extent to which the differences reflect teacher differences.

WRITTEN DIRECTIONS SUBTEST

As in the case of the verbal subtest, not all treatment groups showed significant improvement in their performance on the post-test. Table 6 summarizes the changes of student scores on the written directions subtest.

TABLE 6

TURSE CLERICAL APTITUDE TEST

Written Directions Scores

Student Group		N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t-ratio	df	Level of Significance
Detroit	A	30	9.0	3.19	12.3	2.69	5.086	29	.001
	B	24	7.8	3.12	10.3	4.00	4.284	23	.001
	C	21	9.0	3.41	11.3	3.77	3.378	20	.01
Laredo*	B	22	11.6	3.49	13.5	3.38	3.813	21	.01
	C	21	14.4	3.91	16.1	4.83	1.976	20	NS
Philadelphia	A	14	10.9	3.58	13.1	4.22	2.924	13	.05
	B	16	11.5	3.41	11.6	3.39	0.094	15	NS
	C	10	10.3	3.61	11.3	4.47	0.791	9	NS

*The final data pertaining to Laredo A group were not received.

In Detroit, students from each of the three groups showed marked improvement in their posttest scores and the differences were greater in Groups A, B, and C in that order.

In Laredo and Philadelphia, the results were in the expected direction: the Experimental Group A in Philadelphia and Group B in Laredo improved significantly while the nontreatment groups did not. It may be pointed out that this may be due to: a) the treatment effect or b) to the low quality of the other "treatments" which continued simultaneously, e.g., regular classroom work in language arts, theme writing, etc. The data do suggest that the BOOST materials have an effect on the ability to follow written directions.

CLERICAL SPEED

The pattern of results on this subtest was somewhat different than that on the other subtests. This can be seen from Table 7 on the following page.

TABLE 7

TURSE CLERICAL APTITUDE TEST

Clerical Speed Score

Student Group		N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t-ratio	df	Level of Significance
Detroit	A	30	5.9	2.17	7.6	1.63	4.910	29	.001
	B	24	6.4	1.32	8.3	2.21	4.184	23	.001
	C	21	7.7	2.51	8.0	1.96	1.099	20	NS
Laredo*	B	22	7.3	1.91	9.0	1.87	5.806	21	.001
	C	21	10.7	2.43	11.6	2.61	2.219	20	.05
Philadelphia	A	14	7.4	1.34	8.1	1.53	1.859	13	NS
	B	16	7.9	1.48	8.4	1.27	2.236	15	.05
	C	10	9.8	2.09	8.9	2.30	-2.077	9	NS

*The final data pertaining to Laredo A group were not received.

In Detroit, both of the experimental groups showed a significant improvement on the posttest in clerical speed while the control group did not.

These results are in the expected direction. The groups which used the workshop materials with or without specially trained teachers did give a good account of themselves on the posttest as compared to their performance on the same test which had been used as a pretest several months before.

In Laredo, the experimental group as well as the control group improved their performance significantly, but the experimental group exhibited a greater gain than the control group.

In Philadelphia, it was only for the Experimental Group B that a significant difference was found between the means of the pretest and the posttest scores. Although the mean score of Group A increased, the increase was not statistically significant. The pattern of results as exhibited in Table 7 is indicative of an effect of the BOOST materials on the Clerical Speed aptitude.

It may be pointed out that there are several other variables which may be operating, but they have not been taken into consideration in the analysis reported here. Some of these variables are: personality of the teacher who administers the treatment, method of teaching, class size, sex, motivation of students and their level of intelligence.

OFFICE WORK PERCEPTIONS

For the intensive evaluation, the items on Dye's perception instrument which discriminated least in the previous testings were discarded and information items were added. These information items were added in order to incorporate into the testing instrument a more thorough measure of perceptions about actual work duties, salaries, and fringe benefits.

In scoring the revised perception instrument, the same weights were used for the Dye items as are shown in Appendix A. Weights on the information questions (duties, salaries, fringe benefits) were based on the actual practice in the three cities. Ranges were established for the information items and answers falling within the ranges established were scored as correct.

Since duties, salaries, and fringe benefits vary from community to community, anyone using this instrument as a test of perceptions should first survey the local business community to establish weights to be used in scoring these items.

Table 8 gives the mean and standard deviation of the pretest and the posttest for the experimental and control groups in the three cities. The correlated t-ratios for each group are also shown.

TABLE 8

TURSE CLERICAL APTITUDE TEST

Scores on Perception Instrument

Student Group		N	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	t-ratio	df	Level of Significance
Detroit	A	30	33.2	4.69	35.9	4.67	3.488	29	.01
	B	24	34.3	2.93	33.1	4.15	-1.354	23	NS
	C	21	33.9	3.41	35.0	3.61	1.338	20	NS
Laredo*	B	22	35.9	3.58	36.4	4.40	0.596	21	NS
	C	21	33.8	3.49	35.9	3.89	1.752	20	NS
Philadelphia	A	14	36.4	3.68	35.6	4.45	-0.651	13	NS
	B	16	35.8	3.94	38.1	4.75	2.154	15	.05
	C	10	37.5	5.66	39.7	3.00	1.557	9	NS

*The final data pertaining to Laredo A group were not received.

Looking first at Detroit, one finds that it is only in the Experimental Group A that the mean of the pretest differs significantly from that of the posttest ($t = 3.49$, $df = 29$). The students in the other two Detroit groups did not show any significant difference between their pretest and posttest scores. The increase in the mean score of Group A can, to some extent at least, be attributed to specially prepared activities directed by a workshop-trained teacher. It is significant that, as noted previously, it was only in Detroit's Experimental Group A that the plan for using BOOST materials was followed in its entirety.

In Laredo, there was no significant difference between the pretest and posttest scores.

In Philadelphia, only Experimental Group B had a statistically significant t-ratio. The change in scores of Group B was in the expected direction; that is, after treatment the group's mean score increased. Since, because of other time commitments, the A teacher in Philadelphia was unable to use the BOOST units as prescribed, it is not surprising that the perceptions of the students in his experimental class did not change significantly during the treatment period.

The results of the tryout and evaluation were such that the fourth phase of the project became especially important. Much of the variation among the tryout groups could be related to variation among the teachers. Consequently, the emphasis of Phase 4 on teacher preparation became more relevant and crucial.

PHASE 4: DEVELOPMENT OF TEACHER EDUCATION PROGRAMS FOR TEACHERS OF THE DISADVANTAGED

Experiences during the development, tryout, and evaluation of the BOOST materials confirmed the belief that perhaps the most important phase of the entire project was that phase dealing with teacher education.

The investigators recognized, however, that before special programs for sensitizing teachers to the problems of disadvantaged students could be initiated, special materials and guidelines for conducting these programs were needed. As a result, during June and July, 1968, institutes were held at Temple University, Hunter College, and San Francisco State College to develop materials for preservice and inservice education of teachers of disadvantaged youth.

Teams of business education teachers and administrators from Temple University, Drexel Institute of Technology, and Montclair State College attended the Temple University institute directed by Dr. Robert Schultheis (1968). Each group of participants

planned and developed a series of pre-student-teaching experiences specifically for their own undergraduate business teacher education programs. These experiences were developed into 16 teaching units which are designed to increase the business education student's knowledge of disadvantaged youth through many nonclassroom experiences. Most of the units involve the interaction of the business education student with disadvantaged youth, the community in which these youth live, or the agencies and organizations which serve the disadvantaged community. The units also have a concomitant value in that they cause the teacher educator to become knowledgeable about the disadvantaged community and increase his contacts with agencies and organizations serving that community.

The Hunter College institute directed by Estelle Popham and the San Francisco institute directed by William Winnett dealt with the inservice training of business education teachers who work with disadvantaged students. Materials prepared at the two institutes are directed toward supervisors and other administrators who have the responsibility of conducting inservice training.

The publication, *Involvement* (Popham, 1968), summarizes the activities at the Hunter College institute and includes the following material: clinical experiences through which the teacher has face-to-face involvement with the environment of the student, source materials describing business leaders from minority groups, readings that explore the urban education crises and can be used in special sessions centered around a specific topic, a list of films that will supplement actual visits to low-income neighborhoods, and a list of suggested readings about innovative programs and methods for teachers of pupils with special needs, including textbooks especially designed for such pupils.

Cross-Cultural Values in Office Education (Winnett, 1968), a report of the San Francisco institute, contains 15 units which have suggested activities for developing teacher awareness of the learning problems of disadvantaged youth. Examples of instructional units particularly appropriate for use with disadvantaged students are also included.

Throughout Project BOOST, teacher educators have expressed an interest in revising business teacher education programs so that these programs include better preparation for teachers who work in inner-city schools. From ideas generated at the three 1968 summer institutes, the business and office research staff at The Center prepared a pre-student-teaching program (for preparing teachers of the disadvantaged) which is a part of a new Center project, "Vocational Teacher Education Programs for Teachers of the Disadvantaged." Southern Illinois University (Edwardsville) and Colorado State University (Fort Collins) are participating in this project and are modifying their teacher education programs to include the series of pre-student-teaching experiences developed in Phase 4 of Project BOOST.

Thus, although Phase 4 concludes Project BOOST, the materials that came out of the project are leading to additional research in one of the most critical problems of the day--preparing teachers for the inner-city and the rural depressed areas.

SUMMARY AND CONCLUSIONS

SUMMARY

Project BOOST (Business and Office Occupations Student Training) was designed to determine reasons why students who are from disadvantaged environments do not enter business and office education programs in the expected numbers and to develop materials and procedures that would be effective in overcoming the apparent inhibitions. Two studies were made to determine the perceptions of office work and workers of disadvantaged students. These studies indicated that such students do hold inaccurate perceptions of office work.

A workshop was then held, the purpose of which was to develop materials and procedures that would be effective in correcting the inaccurate perceptions. The materials were submitted to tryout and evaluated in two studies. The results of the tryouts indicated that the use of BOOST materials was related to improved performance on two clerical aptitude tests: Clerical Speed and Written Directions. No clear relationship between the use of the BOOST materials and change in perceptions of office work was obtained. Two reasons for this null result were offered. First, it may be that the variance among the teachers was obscuring the effect of the materials. Second, the instrument for measuring the perceptions may have lacked sufficient validity and reliability. The expressed reaction of the teachers to the BOOST materials was generally quite positive.

The observed variation among the teachers in the tryout phase led to the last phase of the BOOST project. This fourth phase was concerned with developing materials and procedures for preparing teachers to work with disadvantaged students. The preparation of these materials concluded the BOOST project, and they were not submitted to tryout and evaluation as part of the project. The tryout and evaluation has been started, however, and will be a major component of a study now in progress which is concerned with the recruiting and preparation of teachers for working with disadvantaged youth.

CONCLUSIONS

The following conclusions can be drawn as a result of Project BOOST:

1. There appear to be no national indices of perceptions of office work. In Dye's study it was found that office workers in one city do not necessarily have the same perceptions of office work as do workers in another city. Similarly, student perceptions of office work were found to vary from city to city. Hence, the teacher in the local situation must compare the perceptions of his students with those of office workers in the employment community to discover perceptions that need modification.

2. The eight units tried out in the intensive evaluation according to the implementation plan have the potential for making significant changes in perceptions about office work. The office work perceptions of Group A in Detroit, Michigan, with which the eight units were fully implemented according to plan, changed significantly during the experimental period.

3. Teachers generally have only limited opportunity to change perceptions of disadvantaged students. Teachers committed to activities designed to change the perceptions of the disadvantaged are often unable to gain the support from the school, community, and business necessary to the success of the activities. BOOST teachers, for example, were not given released time to develop the BOOST activities and, except in Detroit, they were unable to gain cooperation from businessmen in implementing the most important activity--the Big Sister/Brother unit.

4. Any attempt to modify perceptions of disadvantaged students must take into account the total educational complex. Experience in the BOOST project has demonstrated that changes in the educational program cannot be successfully accomplished without the involvement and commitment of the community and school as well as that of the teacher.

5. Clinical experiences appear to be the best vehicle to change perceptions of teachers about the disadvantaged. Participants of the 1968 summer institutes have said that the firsthand experiences in the disadvantaged community which were arranged by the institute directors did much more to increase their understanding of the problems of the disadvantaged than did all the reading they had done and the audiovisual materials they had seen.

APPENDICES

APPENDIX A: REVISED UNITS

Eight units were selected for the intensive tryout and evaluation described earlier in this report. The eight units were selected because they seemed to combine naturally to present a progressively clearer picture of what the office, its environment, and its workers are really like. In other words, the units were selected as the most likely means to accomplish one of the major tasks of the project--the modification of the perceptions of disadvantaged students about office work.

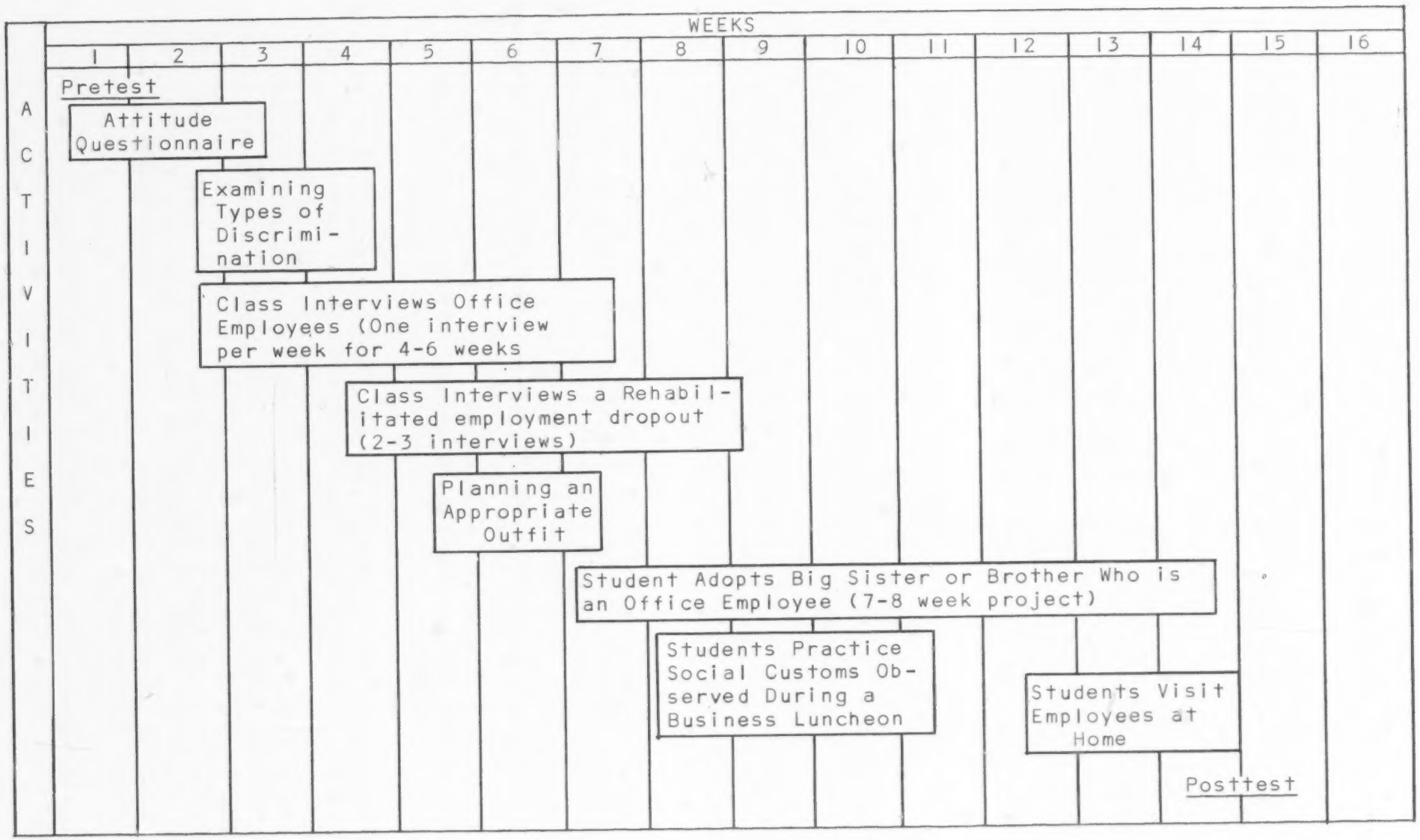
The tryout of these eight units was fraught with difficulties; consequently, only one experimental class teacher, the teacher of Detroit Group A, completed the tryout according to the prescribed implementation plan. It is significant to note that it was only the students of this Detroit group whose perceptions changed at the .01 level of significance as measured by the revised Dye perception instrument. The only other group to show any significant change in perceptions ($P > .05$) was the Philadelphia Group B, also an experimental group (See Table 8, page 39).

Admittedly, it cannot be conclusively said that the perceptual changes in Detroit's Group A resulted from the use of BOOST materials. It is certainly possible that the changes may have resulted from other educational materials used and other experiences occurring during the same time as the BOOST tryout. However, the limited evidence available does indicate that the eight units tried out in the intensive evaluation and the plan under which they were implemented did lead to, or at least contribute to, the modification of perceptions about office work held by the Detroit Group A students.

Various changes have been made in the eight units since their appearance in the preliminary BOOST report as a result of the tryouts and evaluations. Therefore these units, as revised, are included in this report. The design for the sequencing of the units (as developed for the intensive evaluation) and a statement of the rationale for the design are given below. It should not be assumed that this is the only--or necessarily the best--design for using the units. Each teacher, through his own tryout and evaluation, must determine what design works best for his purposes and in his unique situation.

The plan designed for sequencing the BOOST units in the intensive tryout and evaluation is as follows:

SEMESTER DESIGN FOR SEQUENCING UNITS



RATIONALE FOR THE SEQUENCING DESIGN

The questionnaire unit and the unit on examining types of discrimination are introduced at the beginning of the semester because they are designed to start students thinking about and asking questions relevant to office work, the problems encountered by office employees, and the difference between discrimination on the basis of race and discrimination on the basis of merit.

The next two units, the interview units, provide students with an opportunity to gain firsthand information about issues that were discovered and discussed in the preceding activities. Also, by bringing students into contact with office employees in an informal setting, these interviews should help the students begin to relate to office workers and thus promote student interest in the future BOOST activities.

In preparation for actual visits to offices, the fifth unit provides an opportunity for the students to discuss and plan the types of clothing appropriate for office wear. Work on this unit overlaps that of the preceding units, thus allowing the students to discuss office outfits with the employees they interview.

The sixth unit in the sequencing plan, the adoption of a Big Sister or Brother, gives the students a chance to see for themselves the workings of an office. It is during this continuing seven-eight week contact with an office employee that a student begins to get a clear picture of what office work is really like--at least in one office. The previous units have been leading up to this experience, for the success of the entire BOOST plan depends on the rapport that can be established between the student and his Big Sister (or Brother) during this activity.

The final two units, the business luncheon and a visit to an office employee's home, round out the picture for the student. He learns the formalities of off-the-job but job-related social activities, and he learns something of the home life of a typical office employee.

Finally, it is important that students are encouraged to tell each other about their out-of-school BOOST experiences so that their individual exposures will form a composite picture that will benefit the entire class.

UNIT 1: STUDENTS COMPARE ATTITUDES OF PARENTS, STUDENTS, AND OFFICE EMPLOYEES TOWARD OFFICE WORK

DESCRIPTION

Students conduct a project to determine attitudes toward office work. Four people (including the student) complete a

questionnaire designed to give evidence of differing office attitudes. Students tabulate the results.

PURPOSE

The students may discover that attitudes are related to keeping a job and receiving promotion.

PROCEDURES

1. Preplanning

   a. The teacher compiles a form similar to the Attitudes Toward Office Work Questionnaire designed to give evidence of differing office attitudes.

   b. The teacher enlists the help of as many business firms as there are class members. (This may be done in conjunction with the "Student Adopts Big Sister," "Class Interviews Employees," or "Students Interview Business Owner" projects.)

2. Student Orientation

   a. The teacher guides class discussion in office attitudes, concluding that there is a probability that attitudes are related to keeping a job and receiving promotions.

   b. The teacher suggests that students determine, by means of this project, the attitudes of various people toward office work.

   c. The teacher proposes the attitude questionnaire to the class and asks for changes or additional suggestions.

3. Activity

   a. Each student receives four questionnaires and codes them "A, B, C, and D." Student completes Form A.

      --Distributes Form B to mother, guardian, older sister, or older friend.

      --Distributes Form C to office worker performing work which requires little training and few skills.

--Distributes Form D to office worker performing work which requires extensive training and experience.

b. After the questionnaires are returned, students form four committees to tabulate results.

c. The teacher places contrasting information on the board or distributes master charts to students.

d. Students discuss key discrepancies and draw conclusions wherever possible.

FOLLOW-UP

The teacher composes a similar attitude questionnaire later in the year to determine whether students' attitudes give evidence of more willingness to exert maximum effort on their future jobs or if their perceptions have changed in any other way.

SAMPLE

ATTITUDES TOWARD OFFICE WORK QUESTIONNAIRE

RANK JOB PREFERENCE

I. Assume that you are qualified to hold all of the jobs listed below. Rank them in the order (1, 2, 3, 4, 5) of their appeal to you.

Job	Salary	Duties	Promotional Probability	Rank
A.	$75 wk.+ expenses	Traveling secretary to Sonny and Cher (teacher fills in name of currently popular entertainer), 10 a.m. - 7 p.m.	None	____
B.	$60 wk.	Trainee in editorial office of a publishing company doing clerk-typist work, 9 - 5.	To assistant in 10 months, salary $85.	____

Job	Salary	Duties	Promotional Probability	Rank
C.	$65 wk.	Duplicating machine operator and messenger in small parts factory one block from your home, 8:30 - 4:30.	To assistant mail room supervisor at $75.	____
D.	$55 wk.	Receptionist in beautiful office, few duties, 9 - 5.	To junior secretary at $80 if skills are improved.	____
E.	$85 wk.	Temporary campaign secretary to _____ _____ (teacher fills in name of current political favorite) 8 a.m. - 4:30 p.m., some evenings.	None, but experience could lead to permanent position elsewhere.	____

	ANSWER QUESTIONS	Circle
2.	Workers put in extra time without pay when office emergency arises.	Yes No Sometimes
3.	When a desirable opening for which a worker is qualified occurs in another department, the worker requests a transfer from his supervisor.	Yes No Sometimes
4.	When a worker is feeling ill but has a critical job to perform, the worker asks his boss to reassign the job.	Yes No Sometimes
5.	When a worker needs both a new outfit to look well at the office and a new party dress but her salary will not cover both, the worker buys the office outfit.	Yes No Sometimes
6.	When a worker has confidential information that a fellow employee is to be promoted and hears the employee talking about looking for a new job, the worker gives the employee an unmistakable hint.	Yes No Sometimes

		Circle
7.	When a worker discovers a mistake in a large mailing that is nearly finished and which has been the joint effort of the entire office, he brings the error to the attention of the supervisor.	Yes No Sometimes
8.	When another employee whom the worker knows to be inefficient receives a raise which the worker feels he deserves instead, the worker keeps it to himself but begins to look for a new job.	Yes No Sometimes
9.	When a worker sees the secretary to the boss inserting a new typewriter ribbon incorrectly, the worker shows his superiority by doing it for her.	Yes No Sometimes
10.	When a worker knows that the next day's job will be especially demanding and his friends suggest going to a late movie, the worker voluntarily gives up his social engagement in order to perform better the next day.	Yes No Sometimes

If any of the above questions cannot be answered "yes" or "no," explain how you would handle the situation.

UNIT 2: CLASS INTERVIEWS EMPLOYEES

(This unit and questionnaire have been adapted from a demonstration conducted by Dr. Robert Hoppock, School of Education, New York University, New York City.)

DESCRIPTION

The teacher makes arrangements for students to conduct in-class group interviews with various levels and categories of young, personable office workers (secretary, bookkeeper, etc.).

PURPOSE

This activity may provide students with a more accurate picture of office occupations by bringing them into contact with employed office workers.

PROCEDURES

1. Preplanning

   a. Invite a guest interviewee to the school and make necessary arrangements with his employers. The first interviewee should be someone whose background is similar to that of the students, since students tend to relate more quickly to someone whose background is similar to their own.

   b. The interviewee should be asked not to prepare a speech.

   c. Prepare suggested interview questions and distribute them to the class prior to the interview. Ask students to read the list and check questions they would like to ask, adding others that occur to them.

   d. Stimulate student interest by asking students how they think the employees will respond to questions such as:

      --What activities do you perform in a normal day?

      --What do you like, dislike, about your job?

2. Activity

   a. Introduce the guest, give his title and the company with which he is associated, and write this information on the chalkboard.

   b. Ask interviewee to answer questions briefly and honestly. Tell him that he may reject a question merely by saying "next question."

   c. Students conduct interview by asking the employee questions from the prepared list. The teacher does not participate in the questioning or add to the answers, except to paraphrase an ambiguous or inexplicit statement or make it loud enough for all to hear (always asking, "Did I correctly repeat what you said?"). The teacher must refrain from reaction, comment, or interpretation, even if the employee's answers conflict with every principle and practice the teacher has ever taught. For this reason, no single interview will completely accomplish the purpose of this activity.

   d. When the class has no further questions, thank the interviewee for his contribution to the class's insight into office occupation.

FOLLOW-UP

1. Have the class send a letter of appreciation to the interviewee and a copy to his immediate superior.

2. No later comment or criticism of the speaker by the class is allowed, but students keep a private log of "surprises" resulting from the interviews.

3. At the end of the year, have students consult their log and evaluate the series of interviews. Point out that every individual job, including those the students have not learned about, have unexpected aspects, but that together they give a true picture of business employment.

4. A rating scale might be used which would allow for quick marking immediately following the interview. An "always-sometimes-seldom-never" scale might be used for recording answers to some of the questions asked during the interview. Have students prepare a summary table of the responses after several interviews have been conducted.

RELATED ACTIVITY

Set up an interview with the employer of one of the interviewees so that students can compare the employer's vs. the employee's version of what the boss expects of his employee, what the employee's duties are, and how well the employee performs his duties.

Set up an employee interview to be conducted in conjunction with a field trip.

SAMPLE

GUIDE FOR INTERVIEWING OF EMPLOYEE

1. What schools did you attend?

2. Did you graduate? Drop out? When?

3. What was your first job?
   How did you get it?
   What did you like best about it? Least?
   How long were you there?
   Why did you leave?

4. What was your next job? (Same questions as above. Repeat for all subsequent jobs.)

5. Regarding the present job, ask:
   What time did you go to work this morning?
   What was the first thing you did?
   How long did that take?
   What did you do next?
      (Repeat through the entire day.)
   Did you do anything yesterday that was different from what you did today?
   How about the day before yesterday? Last week? Last month?
   What else do you do on your job?
   Of all these duties, which ones take most of your time?

6. What is the usual starting salary in jobs like yours?

7. What qualifications do you need to get the job?

Age?	Other physicalcharacteristics?
Marital status?	Licenses?
Sex?	Unions?
Weight?	Special race, ethnic group, or religion?
Language skill?	
Aptitudes?	Tools?

8. Minimum training and preparation? Desirable training and preparation? Length of training? Content of course(s)? Cost? Any part of training paid by employer? Approved schools? Preferred subjects?

9. Supply and demand for workers? Outlook for the future? Advancement?

10. Hours? Regular? Overtime? Evening? Sunday? Holiday?

11. Steady or seasonal? Hazards? Prospects for marriage through job-related contacts?

12. What is your relationship to your superior?

13. How does your work contribute to the production of the firm?

14. Do you think there is anything we should have asked that we didn't? Is there anything you want to ask us?

UNIT 3: EXAMINING TYPES OF DISCRIMINATION

DESCRIPTION

Students respond to and discuss espisodes involving types of discrimination.

PURPOSE

The student should expand his understanding of the terms discrimination and prejudice and learn to differentiate between problems of discrimination based on race and ethnic background and those based on job qualifications.

PROCEDURES

1. Preplanning. Prepare copies of the espisodes for distribution to members of the class.

2. Activity. Give copies of the espisodes to class members, and ask students to write the response which would complete each episode.

SAMPLE EPISODES

EPISODE 1. Pam: I feel bad about Joyce.

Joe: What happened to her?

Pam: Oh, she went for a job last week as a clerk-typist at Krebs. They had almost promised her a job over the phone and then, when she went for the interview, they turned her down without even giving her a test. I know it was because she is a Negro. Ginny got a similar job there, after barely passing an employment test, and she doesn't have nearly as much ability or personality as Joyce.

Joe: Pam, it shouldn't come as a surprise to you that some people are prejudiced. People hide behind all kinds of excuses for not hiring Negroes.

Pam: Well, Joyce is the type that won't give up. She's a hard worker and one of the best students in her shorthand class. She'll try again and get an even better job.

Joe: I think ..... (Students write Joe's answer)

EPISODE 2. Pam: Say, there's Bill.

Joe: I want to see him. He said he was going to get a job. (Loudly) Hey, Bill.

Bill: Hi.

Pam: Tell us about your job.

Bill: (Angrily) I didn't get a job. That guy wouldn't hire anybody like me. He wants to keep us in our place.

Joe: Aw, come off it, Bill. Maybe he thought you should have had more experience. You know bookkeeping isn't accounting, and besides you've had only one year.

Bill: Yeah, but I know I can do this job.

Joe: Maybe you should've told him you had experience.

Bill: Naw, if I can't get it on my own, I don't want it. We Negroes just have to have twice as much as anybody else. None of us ever gets any credit.

Joe: . . . . . (Students write Joe's answer)

EPISODE 3. Pam: There's Joyce waiting for the eight o'clock. Should we stop and take her along?

Helen: I won't sit beside a Negro on the bus, let alone ride with one in a car.

Pam: Joyce asked me last week if she could ride with us, but I told her I don't always come this way in the morning because I didn't know if it was all right with you.

Helen: I heard her asking the office manager last week if she could share a locker with someone. What are you going to say if she asks to share your locker?

Pam: . . . . . (Students write Pam's answer)

FOLLOW-UP

The teacher presents the following questions for students to think about and discuss:

1. What is prejudice? Why is it undesirable? When is it desirable?

2. Can you give additional examples of undesirable prejudice illustrated in our episodes?

3. What type of distinction did Joyce's interviewer make?

4. What type of distinction did Bill's interviewer make?

5. Is job discrimination based on race decreasing? Why?

6. Do you agree with Bill's statement that "none of us ever gets any credit?" Give examples to support your answer.

RELATED ACTIVITIES

1. Prepare a report on a successful member of a minority group.

2. Bring in current newspaper items related to racial problems. Discuss.

3. Write your impression of what Mexican-American office workers might wear to work (or other minority groups not represented in the classroom). Teacher and students discuss the error of stereotyping racial and ethnic groups.

4. The teacher looks for early statements of discrimination against women and reproduces these statements, leaving a blank wherever the word "women" appears. Ask the students if they can determine who is the target of the discrimination. Emphasize that this form of discrimination was decreased when employers found that women are qualified to perform work from which they were previously banned.

5. Prepare other episodes involving discrimination in housing, school, and within ethnic groups.

UNIT 4: AN INTERVIEW WITH AN EMPLOYEMENT "DROPOUT"

DESCRIPTION

Students interview a school dropout who has returned to school or an employment dropout who has returned to work, to learn how and why he became a dropout and how and why he returned to school or work.

PURPOSE

Depending on the needs of the class, the teacher can structure this interview to illustrate the negative effects of incomplete, inadequate, or unapplied high school training, apathy, crime, liquor, or drugs. Students will also become aware that rehabilitation is possible but that rehabilitation is more costly than avoiding mistakes in the first place.

PROCEDURES

1. Preplanning

   a. The teacher contacts agencies and organizations for guidance:

      --To locate persons who have returned to school, entered a training program, or who have found work after securing additional education and training (state employment offices and retraining centers).

      --To locate problem drinkers who have been rehabilitated (Alcoholics Anonymous and Al-a-Teen).

      --To locate youthful drug addicts who have been rehabilitated (The Narcotics Division of the U.S. Treasury Department).

      --For general help (local police department headquarters).

   b. The teacher gathers literature from the agencies for distribution to students.

   c. The teacher confers with the interviewee (and probably with a member of his "sponsoring organization") about the purpose of the interviewee's session, the age and sophistication level of the members of the class, and the degree of sensitivity of the interviewee so that interview questions can be formulated.

   d. The teacher determines whether the lesson would be more effective as:

      --A teacher interviewing the guest.

      --Both the class and teacher interviewing the guest.

      --One of the above followed by a speech by one interwiew of a member of the sponsoring agency.

--A panel discussion with several guests who have faced similar problems.

2. Student Orientation

a. Through class discussion, the teacher determines the attitudes of students:

--Their meaning of "failure."

--Their theoretical and personal acquaintance with the social problem to be examined in the upcoming lesson.

--Their interest in and ability to verbalize on the subject.

b. If it appears that such a lesson would be appropriate, the teacher proposes the project and discusses with the class:

--The sociological background of the problem (if interest is high, students may research additional information).

--The history of the guest interviewee.

--The structure of the interview (if it is to be teacher-guest only, the teacher asks for questions supplementary to the ones he has already compiled).

--Courtesies and special wording of questions appropriate under the unusual circumstances.

c. The teacher invites a guidance counselor to attend the interview. The guidance counselor may be helpful in follow-up of student reactions to the interview and will also help assess whether this activity should be repeated with another interview.

3. Activity

a. The interviewee is introduced to the class.

b. The interview covers:

--His experiences, including his description of a typical day when he was at the depth of his problem.

--Help he has received from family, agencies, and organizations.

--His prognosis for his own future.

--His advice to students.

c. Students take notes and ask questions, if that is the form of interview previously agreed upon.

FOLLOW-UP

1. Students discuss both the information they gained from the interviewee and their feelings about the experience at the next class session.

2. The interviewee and sponsoring organization personnel are sent a letter of appreciation by the class.

3. If the teacher and the guidance counselor feel it is advisable to repeat this activity, the teacher devises a second interview with an individual who has had a different problem.

UNIT 5: PLANNING AN APPROPRIATE OUTFIT FOR A JOB INTERVIEW

DESCRIPTION

Students plan the purchase of an outfit for a job interview on a budget of $25.

PURPOSE

As a result of this activity, the student should be able to select appropriate dress for the office on a limited budget.

PROCEDURES

1. Preplanning

   a. Collect grooming books for the classroom.

   b. Be prepared to give students directions to the city's major department stores.

   c. If possible, arrange for a fashion consultant to visit the class and talk with the students.

2. Student Orientation

a. Have students create bulletin board displays showing appropriate office dress for young men and women.

b. The teacher presents the problem:

"Let's assume that you have an interview at a large corporation. You want to look as though you would fit into the company image when you go for your interview. You have $25 to spend for an outfit. With that imaginary amount of money, you are to go to any of our department stores and decide what you would purchase. Keep in mind that you want to be dressed appropriately for the business, stay within your limited amount, and select an outfit that can be worn later on the job."

3. Activity

a. Students shop independently after school or on Saturday.

b. Students list the cost and description of their outfit on the Shopping Report.

c. Students describe their imaginary purchases to the class and discuss regular retail purchasing vs. sales, discount merchandise, etc.; saving for high quality merchandise vs. inexpensive "fad" clothing; and a small wardrobe of better clothing vs. a larger wardrobe of inexpensive clothing.

d. The class votes on which student made the best use of his $25 budget.

RELATED ACTIVITIES

Give each student a hypothetical budget of $10 with which he can purchase one item to supplement his current wardrobe. Place emphasis on choosing the items which seem the most useful in converting a high-school wardrobe into one suitable for business.

Repeat the activity, but this time allow students to plan a party outfit. Discuss the differences between the outfits selected for office and those selected for a party. Allow students to hold a fashion show.

SAMPLE

SHOPPING REPORT

Girls	Cost	Boys	Cost
1. Dress Color: _____ Brief Description: _____ _____ _____	____	1. Suit Color: _____ Brief Description: _____ _____ _____	____
2. Hat Color: _____	____	2. Shirt Color: _____	____
3. Shoes Color: _____	____	3. Tie Color: _____	____
4. Purse Color: _____	____	4. Shoes Color: _____	____
5. Gloves Color: _____	____		
Total Cost:	____	Total Cost:	____

Invite a fashion consultant to the class to speak on the selection of clothes, accessories, and hair style appropriate for the office.

UNIT 6: STUDENT ADOPTS BIG SISTER OR BROTHER WHO IS AN OFFICE EMPLOYEE

DESCRIPTION

Each student has a "Big Sister" (or Brother) who is employed in the occupation the student hopes to enter. The student observes her Big Sister at work and may also consult her by telephone.

PURPOSE

Many students have not had the advantage of learning about the business world from white-collar workers. This activity would provide such an opportunity.

PROCEDURES

1. Preplanning

a. The teacher contacts businessmen through organizations or directly, explains the project to them, and solicits their cooperation.

b. The teacher holds an evening get-together with "Big Sister" delegates and explains the program, giving sample weekly projects and asking for suggestions. The teacher agrees to exempt anyone unwilling to participate in one or more projects and asks that they notify her in advance so that an alternate assignment may be made.

c. The teacher proposes that both the Big Sister and the executive who submitted her name will receive a brief weekly newsletter summarizing the past week's results and outlining the next project.

d. The teacher asks each Big Sister to supply the following information on the Big Sister-Big Brother Information Sheet. (See next page.) These information sheets may be filed for future reference.

2. Student Orientation. The teacher matches each Big Sister to a student (with attention to special requests and student transportation convenience) and discusses the program with the class.

3. The teacher escorts the students on the first visit to a Big Sister. After the student has been introduced to her Big Sister and the teacher senses that the meeting is going well, the teacher excuses herself and waits for the student in the lobby. If students feel frightened or threatened about the first visit, they may feel more at ease if they are allowed to work in pairs. The teacher should not accompany the student on subsequent visits.

4. Activity

   a. Ideas for office observation activities:

      --List all unfamiliar words used by Big Sister during observation and ask her help in identifying and spelling them. Student finds their definitions and submits the list to the teacher for class discussion.

      --Ask the worker how she uses her time. Give each student a Time Study Report Form. (See page 67.)

      --Observe and record the workflow of the office without asking questions, then draw a diagram as it appears. Ask Big Sister to correct it or draw a new one.

SAMPLE

BIG SISTER/BIG BROTHER INFORMATION SHEET

Name_____

Titie_____

Company_____

Address_____

Name of Immediate Superior_____

Title_____

Transportation instructions from "X" school (if known)._____

_____

Directions for locating me in the building._____

_____

Special company rules the student must know in advance._____

_____

_____

_____

Suggested student attire._____

_____

Instructions for reaching me by telephone, if student may phone the Big Sister (day of the week, time, requested length of conversation, etc.)._____

_____

_____

Home# Business#

Salary (optional)._____

Specific request for type of assigned student (course background, age, sex, etc.)._____

_____

SAMPLE

TIME STUDY REPORT FORM*

During the day, how much time do you spend. . . .

	(Circle one)			(Circle one)	
collating materials	_____minutes	hours	typing stencils	_____minutes	hours
sorting materials	_____minutes	hours	typing letters and memos	_____minutes	hours
retrieving information from files	_____minutes	hours	transcribing dictation from shorthand notes	_____minutes	hours
searching for information	_____minutes	hours	transcribing from dictating machine	_____minutes	hours
composing letters	_____minutes	hours	handwriting information	_____minutes	hours
coding information	_____minutes	hours	operating adding machine	_____minutes	hours
labeling items	_____minutes	hours	operating calculator	_____minutes	hours
housecleaning in office	_____minutes	hours	doing tasks which involve math skills	_____minutes	hours
stapling material	_____minutes	hours	taking dictation	_____minutes	hours
folding and sealing letters	_____minutes	hours	filing information	_____minutes	hours
wrapping packages	_____minutes	hours	answering the telephone	_____minutes	hours
unpacking materials	_____minutes	hours	placing calls	_____minutes	hours
opening the mail	_____minutes	hours	greeting visitors	_____minutes	hours
stamping materials	_____minutes	hours	escorting visitors	_____minutes	hours
operating copying machines	_____minutes	hours	assisting fellow employees	_____minutes	hours
weeding the files	_____minutes	hours	instructing fellow employees	_____minutes	hours
operating duplicating machines	_____minutes	hours			
logging-in information	_____minutes	hours			

*The office activities were taken from *A Taxonomy of Office Activities for Business and Office Education*, published by The Center for Vocational and Technical Education, Columbus, Ohio. The Taxonomy can serve as a source for securing additional office activities.

--Investigate Big Sister's desk, using Desk Inventory Worksheet to diagram location of items (excluding personal items). Number the desk top items in order of frequency the student thinks they are used. Draw a rearrangement and ask the Big Sister whether it would be more convenient or less convenient and why.

--Observe and record the appearance of Big Sister (grooming, wardrobe) and, if possible, the appearance of those who hold other jobs within the company (office manager, elevator operator, cafeteria worker). Compare them.

--Help Big Sister accomplish one routine task, asking about the procedure, the time usually allotted to it, the reason for doing it, why it is a part of her job, and what happens to the work when it is finished. Arrange to do the job alone the second time and compare time, neatness and corrections with those of Big Sister.

--Arrange to handle incoming telephone calls for Big Sister after she has given instructions, if this is permissible. If not, observe. Bring to class a telephone call form used by the business or one designed by the student. Describe to the class Big Sister's telephone manner and the form of identification she uses when she answers the phone.

b. Ideas for telephone conferences with Big Sister:

--Big Sister's job history (briefly) and reasons for choosing her present job.

--Most frequent mistakes made by new employees in the opinion of Big Sister.

--Smoking rules at her company.

--Her opinion about current extreme styles of dress and their appropriateness in the office.

--Business-related social events such as official company functions, commemorative events, holidays, birthdays, and retirement dinners.

--Company sporting events, such as bowling leagues and baseball teams.

--Big Sister's most pleasant and most disagreeable, easiest and hardest, single job this week. Why?

FOLLOW-UP

1. The teacher contacts Big Sisters and their superiors monthly and whenever a rough spot can be diagnosed "between the lines" of student's reports or discussions.

2. The teacher reminds students of necessary courtesies, such as thank-you letters for special attention or privileges, whenever appropriate, and helps students plan individual or group "appreciation events" at the conclusion of the program.

3. The teacher arranges for publicity of the Big Sister program as often as possible.

4. The teacher evaluates program by sending a questionnaire to each Big Sister and her immediate superior, and the top-level executive originally enlisted to approve the project.

5. The teacher adjusts projected second-year program in light of findings, and reenlists or enlists new cooperating sponsors.

SAMPLE

DESK INVENTORY WORKSHEET

Employee's job title:_____

Duties:_____

Type of Desk: size:_____

color:_____

no. of drawers:_____

type of chair:_____

Typewriter: manual_____ electric_____

Where was it located:_____on desk

_____next to desk

Lighting:

_____lamp

_____intensity

_____where located

Articles on top of desk: (check)

____pens, pencils

____dictionary

____calendar

____telephone

____message pad

____ash tray

____stapler

other items:

_____

_____

_____

_____

Draw a Rough Diagram of Desk

List items in:

middle drawer: _____

_____

_____

_____

first drawer: _____

_____

_____

_____

second drawer: _____

_____

_____

_____

UNIT 7: STUDENTS PRACTICE THE SOCIAL CUSTOMS OBSERVED DURING A BUSINESS LUNCH

DESCRIPTION

Students and teacher(s) form into manageable groups of not more than eight to eat at a restaurant, simulating the atmosphere and practices of a relatively formal business luncheon.

PURPOSE

The lack of formal social experience is often one of the greatest handicaps facing disadvantaged students as they try to enter into white collar entry-and-early-promotion jobs. Only direct observation and participation (the silent language), introduced and reinforced in the classroom, can effectively transmit this information to students. This lesson attempts to provide a formal and practical social experience for students.

PROCEDURES

1. Preplanning

   a. The teacher secures administration approval for conducting the activity.

   b. The teacher distributes and collects parental permission slips, if school regulations require parental approval.

   c. The teacher locates restaurants convenient to the school which serve moderately priced food in a formal manner. He collects sample menus.

   d. The teacher may try to arrange financing of the project through the restaurant, school funds, or a business firm friendly to the purpose of the project.

2. Student Orientation

   a. The teacher explains the role of the business luncheon in office circles--transacting business, comparing professional notes, learning more about the workings of your own office by conversing with other employees.

   b. The teacher and students discuss the importance of behavior, table manners, and appropriate conversation to the success of the business luncheon.

c. Using several sample menus for reference, teacher and students discuss the procedure of ordering, unfamiliar words (entree, a la carte, appetizer, etc.), table settings, the order in which courses are served, tipping, courtesy (following hostess to the table, seating the females in the group, being polite to waiters and waitresses, thanking your host, etc.), and approved dinner conversation subjects.

3. Activity

a. Students form groups of not more than eight and join the teacher (or preferably two teachers, one male and one female) at the selected restaurant.

b. By prearrangement students imitate teacher(s) when they are uncertain how to proceed, or when they see that they are differing from the acts of their teacher(s). Differences can be discussed later.

FOLLOW-UP

1. Class discusses its experience together, making notes of new information for future application.

2. Students write thank-you notes to those who helped finance the venture.

3. If feasible, individual students repeat the experience at a different restaurant during their evenings and report to the class.

RELATED ACTIVITIES

Ask the Home Economics Department and the school cafeteria staff to prepare several business luncheons which would be served in the Home Economics classroom. The office occupations teacher could then demonstrate and explain correct etiquette during the meal. This activity will give the students opportunity to actually practice good manners before they go to a restaurant for lunch.

Do this when an invited speaker for another function can also be present.

UNIT 8: STUDENTS VISIT EMPLOYEES AT WORK AND AT HOME

DESCRIPTION

The students visit homes of employees to talk with them informally about their jobs, their leisure time activities, and their family. This activity may be coordinated with the office interview portion of "Student Adopts Big Sister Who Is An Office Employee" or "Student Interview of Business Owner." Refer to these activities for office interview procedures.

PURPOSE

The students gain insight into the "whole" life of people in various occupations.

PROCEDURES

1. Preplanning

    a. Compile a list of potential hosts by contacting friends in various occupations, Administrative Management Society, secretarial associations, Rotary Clubs, etc.

    b. Explain the purpose of the home visit to potential hosts, obtain their cooperation, and secure data for student briefing.

    c. Provide the host with a blank invitation, a stamped envelope, and the name and address of the student to be invited. Ask the host to send the invitation to the student.

    d. Prepare copies of the Home Visitation Guide for student use in reporting on the visit.

2. Student Orientation

    a. The teacher explains the purpose of the visits to allow students to relate the business life of those whom they have interviewed in the office to the style of home life they have chosen, to their communities, their homes, their family involvement, their leisure time activities, and to their social customs.

    b. The teacher discusses the date and time of visit, dress, activity, and preferred length of visit

individually with each student, and provides him with data about his host--marital status, number, age categories, and names of other family members (if available), transportation directions (written), etc. If dress is to be casual, define what is meant by "casual."

c. Teacher discusses courtesies with class: introductions, manners, behavior, conversation, simple apology for mishaps, termination, and thanks.

d. The class discusses items on the home visitation guide and decides which to ask and which to observe (marks those to be asked during visit), and whether to record answers during the visit or after its termination.

FOLLOW-UP

1. Students prepare an oral report about their experience.

2. With the help of the teacher, students prepare and send thank-you notes.

3. The teacher also calls the host and thanks him for his cooperation.

SAMPLE

HOME VISIT GUIDE

Host's Name_____

Address_____

Occupation_____

Work Information Not Obtained During the Office Interview:_____

_____

_____

1. Does host like his job? _____Yes _____No

2. What does he like best about it?_____

_____

_____

3. What does he like least about it?_____

_____

_____

4. Does he plan to stay in this type of work?

_____Yes _____No

5. Does he feel more satisfied in this job than in any other for which he might qualify? _____Yes _____No

If no, what job would he rather have and why?_____

_____

_____

Home Information

1. Size of family_____

2. How much free time does he have?_____

3. What does the host do in his leisure time?_____

_____

4. Does the host go away from home during vacation time?

_____Yes _____No If yes, where?_____

5. What does he usually do on weekends?_____

_____

6. Did you like the host's home?_____ Why?_____

_____

7. What type of relationship did the various family members have?_____

_____

More casual or more formal than your family? _____

_____

APPENDIX B: OFFICE WORK PERCEPTIONS IDENTIFICATION INSTRUMENTS

INSTRUMENT 1: OFFICE WORK PERCEPTIONS (URBAN)

The Center for Vocational and Technical Education
The Ohio State University, Columbus, Ohio

OFFICE WORK PERCEPTIONS

TO THE STUDENT: You don't have to write your name on this sheet. Each statement below tells you something about office workers. To help determine your answers to the statements, imagine yourself in YOUR FIRST OFFICE JOB in the situation described by the statement. Put a check mark (✓) in the column that will show what you believe you will find at that office job.

* * * * * * *

Minority group office workers referred to in the statements mean Cuban, Mexican, Negro, Oriental, or Puerto Rican office workers.

The numbers shown in each response position are the weights assigned to answers occurring in those response positions.

	True	Don't know	False
1. Office workers cooperate with factory workers in the same company	3	1	2
2. Office workers are expected by their bosses to work under pressure at times	3	1	2
3. Office workers are given a coffee break by their bosses at the same time their special friends in the same office are taking <u>their</u> coffee break	2	1	3
4. Chewing gum in the office by workers is acceptable	2	1	3
5. Women office workers are relaxed while sitting behind an open-front desk which exposes their knees	2	1	3

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Please complete the responses according to what you believe you will find in the office.	True	Don't know	False
6. Office workers are unfriendly with janitors and maids who clean the offices in which they work	2	1	3
7. Office workers like to work in offices where a limited amount of conversation with co-workers is permitted	3	1	2
8. Office workers assist their co-workers on a rush job even if it is during their lunch hour	3	1	2
9. Office workers go into a new job with self-confidence	2	1	3
10. Office workers tell fellow office workers whether they have BO (body odor)	2	1	3
11. Office workers prefer women bosses	2	1	3
12. Minority group and white job applicants have equal chances of being hired for office jobs	Item not used		
13. Office workers like to work in offices where the other workers are about the same age	2	1	3
14. Front office receptionists are allowed to smoke during working hours when meeting office visitors	2	1	3
15. Office workers call their minority group co-workers by their slang names	2	1	3
16. Office workers will have the same competitive spirit in an office with two other workers as in an office with ten or more other workers	2	1	3

Please complete the responses according to what you believe you will find in the office.	True	Don't know	False
17. Before employment, office workers will investigate with the employment manager the paid vacation periods that are provided by their company	3	1	2
18. Office workers are permitted to have social activities, such as bridal showers and birthday parties	3	1	2
19. Office workers who handle personal papers are popular with other workers	Item not used		
20. Minority group office workers work smoothly with a white boss	1	3	2
21. Office workers are praised by bosses if they have a good memory for names and faces	3	1	2
22. Office workers will disturb a busy co-worker to ask how to spell a word rather than look the word up in a dictionary	2	1	3
23. Bosses allow office workers to read newspapers and magazines in the office if they are not busy	2	1	3
24. Office workers encourage fellow workers to take a refresher typewriting course when their typing is poor	3	1	2
25. Office workers who have a telephone on their desks feel more important than those who don't	3	1	2

Please complete the responses according to what you believe you will find in the office.	True	Don't know	False
26. Office workers do their work over again until their bosses are satisfied	3	1	2
27. Bosses have the right to tell the office workers what to wear	3	1	2
28. Office workers who use electric typewriters feel more important than those who use manual typewriters	Item not used		
29. Office workers have lengthy interviews with the employment manager before they are hired	3	1	2
30. Office workers are given several employment tests before they are hired	3	1	2
31. Office workers meet important people in their work	3	1	2
32. Young, attractive office workers are given more attention by their bosses	3	1	2
33. Office workers meet customers who may offer them better office positions	3	1	2
34. Office workers ignore mistakes made by their bosses	2	1	3
35. Office workers are unconcerned about the salaries of other workers in the same office	2	1	3
36. Office workers who dislike their bosses as persons find it impossible to work for them	2	1	3
37. New office workers feel at ease quickly when starting on a job	2	1	3
38. Office workers tell "white lies" for their bosses as part of their jobs	3	1	2

Please complete the responses according to what you believe you will find in the office.	True	Don't know	False
39. Several office workers use the same telephone for company business	3	1	2
40. Office workers help each other in proofreading their work	3	1	2
41. Office workers like to take down telephone messages for their bosses	3	1	2
42. Bosses of new office workers give instructions that are hard for high school graduates to understand	2	1	3
43. In most offices, there is company policy against dating fellow office workers	Item not used		
44. Bosses expect workers to empty ashtrays and run errands	3	1	2
45. Office workers are amused by co-workers who wear too dressy clothes to the office	3	1	2
46. Office workers who are late for work twice-a-week go unnoticed by their bosses	2	1	3
47. In the cafeteria of a large company, minority group office workers eat lunch with their white co-workers	3	1	2
48. Office workers confide in their bosses about personal problems	2	1	3
49. Minority group office workers have a better chance of getting a promotion than white office workers of equal ability	2	1	3
50. Office workers are judged for promotion from written reports from their bosses	3	1	2

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Other than the above statements, please list any important ideas or problems you have experienced in doing office work.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION.

INSTRUMENT 2: OFFICE WORK PERSONAL INSIGHT SCALE (RURAL)

Item Categories

a. Job Prerequisites
b. Rewards of the Job
c. Personal Relationships
d. Job Expectations
e. Discrimination

The numbers shown in each response position are the weights assigned to answers occurring in those response positions.

	True	Don't Know	False	Category
1. Typewriting is a requirement for getting a job in an office	3	1	2	a
2. Office workers do not make as much money as factory workers	2	1	3	b
3. It would disturb you to have your office supervisor check your work closely	2	1	3	c
4. Job opportunities in office work are decreasing because of automation	2	1	3	d
5. You would not avoid sitting next to someone from a minority group at work	3	1	2	e
6. A person can get a job in an office without a high school diploma	2	1	3	a
7. Office workers are more socially accepted than workers who get their clothes dirty or greasy	2	1	3	b
8. You could not accept criticism from your office supervisor when he is angry	2	1	3	c

	True	Don't Know	False	Category
9. Most office workers use a lot of make-up, perfume, and deodorant_____	2	1	3	d
10. You would not take orders from a person from a minority group at work_____	1	2	3	e
11. Office workers frequently must return to school to learn about new equipment and office procedures_____	3	1	2	a
12. If you worked in an office, you could make as much money as your father, mother, or guardian_____	3	1	2	b
13. The city is not a healthy place to live and do office work_____	2	1	3	c
14. You would accept someone correcting you if you used "it don't" instead of "it doesn't"_____	3	1	2	d
15. You would not share a ride with a person from a minority group while going to work in a private car_____	2	1	3	e
16. People who work in offices wear expensive clothes_____	2	1	3	a
17. Some companies pay for office workers' health and life insurance_____	3	1	2	b
18. Office workers enjoy working in offices in large cities_____	3	2	1	c
19. Out-of-style clothes are all right in an office as long as they are clean_____	3	1	2	d

	True	Don't Know	False	Category
20. You would not take a coffee break with someone from a minority group	2	1	3	e
21. Most office jobs today require a shorthand skill of at least 100 words per minute	2	1	3	a
22. Office workers are respected more than other workers in the same business or industry	2	1	3	b
23. If your office supervisor asked you for a date, you should accept	2	1	3	c
24. You would not demand better pay if you had more education than your co-workers	2	1	3	d
25. If you accidentally left your money at home, you would ask someone from a minority group to lend you lunch money	3	1	2	e
26. Being overweight or extremely underweight does not limit your chances of obtaining an office job	3	1	2	a
27. Office workers are usually invited to more parties and social functions than other workers	2	1	3	b
28. If you have a personal problem, you would talk it over with your supervisor in an office	2	1	3	c
29. You would not work in an office where you were required to join a union	1	2	3	d

	True	Don't Know	False	Category
30. Your religious beliefs are important in determining the kind of office in which you would work	2	1	3	e
31. If you worked in an office, you would not have to take a bath every day	2	1	3	a
32. Women office workers usually make the same salary as men office workers	2	1	3	b
33. An office worker will invite the boss to eat lunch with her	2	1	3	c
34. It would be annoying to others if you had eaten onions and other highly spiced foods before going to the office	3	1	2	d
35. A person's color might cause him to be looked down upon by fellow office workers	3	1	2	e
36. Most office workers must know how to file	3	1	2	a
37. Office workers have a better chance for advancement than other workers	2	1	3	b
38. Women do not make good office supervisors	2	1	3	c
39. It is just as important for an office worker to get along with others as it is to be efficient	3	1	2	d
40. A Negro, Indian, or Spanish-named supervisor would treat other office workers fairly	3	1	2	e

	True	Don't Know	False	Category
41. Office workers must know bookkeeping to get a job	2	1	3	a
42. Office workers work fewer hours than others in business and industry	2	1	3	b
43. Office workers who are not friendly with their supervisors will not get promotions	2	1	3	c
44. Office workers usually wear bright colored clothes to make the office more cheerful	2	1	3	d
45. One's religion should not be important in determining what is demanded on the job	3	1	2	e
46. You cannot expect to get an office job with a large company right after you finish high school	2	1	3	a
47. Office workers are more likely to have steady work than factory workers	3	1	2	b
48. In offices where customers appear daily, it should be the attitude of the office workers that the customer is always right	3	1	2	c
49. You would be expected to wear jewelry in the office	2	1	3	d
50. Members of some minority groups cannot get and keep a job in an office	2	1	3	e

Comments: If you have any other questions about office workers, please write them in the space below.

ERIC

INSTRUMENT 3: PERSONAL INSIGHTS OF OFFICE WORK

TO THE STUDENT: Each statement below tells you something about office workers. To help determine your answers to the statements, imagine yourself in YOUR FIRST OFFICE JOB in the situation described by the statement.

* *

Before answering the statements, please complete the following blanks:

Name _____
(Last) (First) (Middle)

Birthdate _____
Month Day Year

Year in School: 10th grade___ 11th grade___ 12th grade___

Male____ Female___

* *

Minority group office workers referred to in the statements mean Cuban, Mexican, Negro, Oriental, or Puerto Rican office workers.

	CIRCLE ONE		
1. Office workers cooperate with factory workers in the same company	AGREE	DISAGREE	(7)
2. Office workers are given a coffee break by their bosses at the same time their special friends in the same office are taking <u>their</u> coffee break . . .	AGREE	DISAGREE	(8)
3. Chewing gum in the office by workers is acceptable	AGREE	DISAGREE	(9)
4. Women office workers are relaxed while sitting behind an open-front desk which exposes their knees	AGREE	DISAGREE	(10)
5. Office workers like to work in offices where a limited amount of conversation with co-workers is permitted.	AGREE	DISAGREE	(11)
6. Office workers assist their co-workers on a rush job even if it is during their lunch hour. . .	AGREE	DISAGREE	(12)

7.	Office workers go into a new job with self-confidence . . .	AGREE	DISAGREE (13)
8.	Office workers tell fellow office workers whether they have BO (body odor).	AGREE	DISAGREE (14)
9.	Office workers are permitted to have social activities, such as bridal showers and birthday parties	AGREE	DISAGREE (15)
10.	Minority group office workers work smoothly with a white boss	AGREE	DISAGREE (16)
11.	Office workers will disturb a busy co-worker to ask how to spell a word rather than look the word up in a dictionary.	AGREE	DISAGREE (17)
12.	Bosses allow office workers to read newspapers and magazines in the office if they are not busy	AGREE	DISAGREE (18)
13.	Office workers encourage fellow workers to take a refresher typewriting course when their typing is poor	AGREE	DISAGREE (19)
14.	Bosses have the right to tell the office workers what to wear	AGREE	DISAGREE (20)
15.	Office workers are given several employment tests before they are hired	AGREE	DISAGREE (21)
16.	Office workers meet important people in their work	AGREE	DISAGREE (22)
17.	Young, attractive office workers are given more attention by their bosses	AGREE	DISAGREE (23)
18.	Office workers meet customers who may offer them better office positions	AGREE	DISAGREE (24)

19.	Office workers who dislike their bosses as persons find it impossible to work for them	AGREE	DISAGREE (25)
20.	Office workers tell "white lies" for their bosses as part of their jobs	AGREE	DISAGREE (26)
21.	Several office workers use the same telephone for company business	AGREE	DISAGREE (27)
22.	Office workers help each other in proofreading their work . .	AGREE	DISAGREE (28)
23.	Office workers like to take down telephone messages for their bosses	AGREE	DISAGREE (29)
24.	Bosses of new office workers give instructions that are hard for high school graduates to understand.	AGREE	DISAGREE (30)
25.	In the cafeteria of a large company, minority group office workers eat lunch with their white co-workers	AGREE	DISAGREE (31)

* *

How much do you think a beginning worker in the following occupations earns per week?

26.	Airline Stewardess	$_____	(32-35)
27.	Secretary.	$_____	(36-39)
28.	Department Store Sales Clerk .	$_____	(40-43)
29.	Receptionist	$_____	(44-47)
30.	Typist	$_____	(48-51)
31.	Practical Nurse.	$_____	(52-55)
32.	File Clerk	$_____	(56-59)
33.	Teacher.	$_____	(60-63)

* *

Do you think a beginning office worker might perform the following duties?

		CIRCLE ONE		
34.	Take dictation and transcribe	YES	NO	(64)
35.	Deliver speeches at sales meetings	YES	NO	(65)
36.	Do general filing.	YES	NO	(66)
37.	Make appointments.	YES	NO	(67)
38.	Read and sort employer's mail.	YES	NO	(68)
39.	Determine how much of the budget should be spent on advertising.	YES	NO	(69)
40.	Operate adding or calculating machines	YES	NO	(70)
41.	Predict volume of sales for the year	YES	NO	(71)
42.	Determine how profit is distributed	YES	NO	(72)
43.	Do alphabetical filing	YES	NO	(73)
44.	Answer telephone and greet callers.	YES	NO	(74)
45.	Assist with preparation of written reports.	YES	NO	(75)
46.	Keep a record of appointments.	YES	NO	(76)
47.	Decide whether to rent or whether to buy new office equipment.	YES	NO	(77)
48.	Make long distance telephone calls.	YES	NO	(78)

* *

49.	During your first year on the job, how many days of sick leave with pay do you think you will be allowed?	days	(7- 9)

50. During your first year on the job, how many days are you allowed off for personal business?. . . . . ____ days (10-12)

51. How many paid holidays per year do beginning office workers usually receive? . . . ____ days (13-15)

52. How many days of paid vacation do you think an office worker will receive after being with the company for one year?. . . ____ days (16-18)

53. How many days of paid vacation do you think an office worker will receive after being with the company for five years?. . ____ days (19-21)

* *

Do you think companies provide the following types of insurance for their office employees?

54.	Health	YES / NO	(22)
55.	Auto	YES / NO	(23)
56.	Accident	YES / NO	(24)
57.	Life	YES / NO	(25)
58.	Household.	YES / NO	(26)
59.	Fire and theft on personal possessions.	YES / NO	(27)

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